

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
WRITING DESCRIPTIVE TEXTS FOR THE SEVENTH GRADE
STUDENTS AT SMP NEGERI 2 MERTOYUDAN**

A THESIS

Presented as Partial Fulfilment of the Requirement for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



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2013

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DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING WRITING DESCRIPTIVE TEXTS FOR THE SEVENTH GRADE STUDENTS AT SMP NEGERI 2 MERTOYUDAN

A Thesis

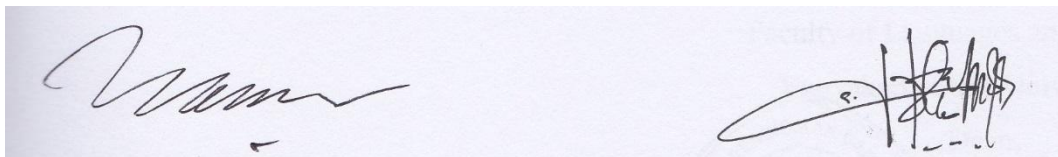
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STUDENTS AT SMP NEGERI 2 MERTOYUDAN

A THESIS

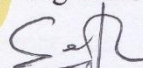
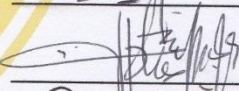
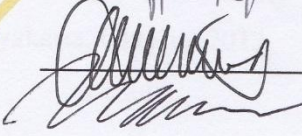

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Penulis



Suli Afiana

MOTTOS

"You can do it if you believe you can."

Napoleon Hill

"The past should be educational, the future should be inspiring
and the present is the time of work and enjoyment."

Wael El-Manzalawy

"Success seems to be connected with action.

Successful people keep moving.

They make mistakes but they never quit."

Conard Hilton

DEDICATIONS

"I dedicate this thesis to my parents.

Thanks for the support, pressure, encouragement and motivation
you provided throughout my study and my life"

ACKNOWLEDGEMENTS


All praises be to Allah SWT, the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW, *Alhamdulillah Robbil'aalami*. I thank Allah SWT who has given great blessing and strength to me. I realized that without them all I would not have finished my thesis. Only because of His will I could finally accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible without many people's support. Sincerely I really appreciate and address my gratitude to the following parties;

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9. The others who I can't mention one by one for their support to accomplish this thesis.

Finally, I do hope that this thesis will be useful for the readers although I know this is far from being perfect. Therefore, I greatly appreciate any criticisms, ideas and suggestions for the improvement of this thesis.

Yogyakarta, October 2013

The writer,

A handwritten signature in black ink, appearing to read 'Suli Afiana', is centered within a light blue rectangular box.

Suli Afiana

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LIST OF ABBREVIATIONS

BSNP	:	<i>Badan Standar Nasional Pendidikan</i> (Bureau of National Education Standard)
CALL	:	Computer Assisted Language Learning
CBI	:	Computer-Based Instruction
CD	:	Compact Disk
CD-ROM	:	Compact Disk Read Only Memory
EEC	:	Exploration, Elaboration and Confirmation
EFL	:	English as Foreign Language
LCD	:	Liquid Crystal Display
M	:	Music
PPP	:	Presentation, Practice and Production
PC	:	Personal Computer
R & D	:	Research and Development
SFX	:	Sound Effects
SMP	:	<i>Sekolah Menengah Pertama</i> (Junior High School)
VO	:	Voice Over

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WRITING DESCRIPTIVE TEXTS FOR THE SEVENTH GRADE
STUDENTS AT SMP NEGERI 2 MERTOYUDAN**

**Written by
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08202241063**

ABSTRACT

The objectives of this study are: (1) to develop a suitable interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan according to the students' needs and learning objectives and (2) to find out the appropriate characteristics of an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan.

This research was classified as a research and development (R & D) study. The procedures were conducting needs analysis, designing the program (creating the course grid, writing the draft of the material, flowcharting and storyboarding), developing the program (collecting the materials, integrating the material into the program and validating the program to the consultants) and evaluating the program (evaluation by the experts, making revision and validating the program to the experts). The subjects of the research were thirty one students of class VII F, SMP Negeri 2 Mertoyudan. The instruments for collecting the data were questionnaires (a needs analysis questionnaire and expert judgment questionnaires). The results of the data collection were analysed quantitatively by using the descriptive statistics.

The result of this study is an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan. The findings of this study show that the interactive multimedia for teaching writing descriptive texts has met good characteristics. It is indicated by the mean score of the expert judgements for the material and media aspects. The mean score for the material aspect is 4.61, which is in the very good category. The mean score for the media as aspect is 4, which is in the good category. This study also suggests that a suitable interactive multimedia for teaching writing descriptive texts consists of five parts: *Achievement Indicator*, *Let's Get Started*, *Let's Study*, *Let's Join* and *Let's Write*.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is known as a foreign language. It is commonly used in certain settings especially in education settings. The school institutions teach it as a compulsory subject. Actually students who learn English are expected to be able to communicate not only in the oral forms but also in the written forms. This is supported by micro-skills in each basic skill including listening, speaking, reading and writing.

Written communications become important for everyday life especially for students. Students are also expected to be able to write texts accurately and appropriately. Recently, they use English in the form of written language not only in the classroom but also in the social media or other media to share their ideas or their feelings. Due to this phenomenon, the students must know how to produce a good text correctly before they publish their writing.

In fact, students' writing ability is relatively poor particularly in English. They do not know how to write something in English correctly due to some reasons. One of them is the interference of their first language. They usually translate the Indonesian words into English literally without knowing the right lexis or dictions. Sometimes, they use incorrect spelling, punctuation and grammar. They also join sentences incorrectly so that their paragraphs are not well-organized. The worst is that they sometimes take texts from the internet

directly without acknowledging the sources. They also have difficulties in developing ideas before they start writing certain types of texts.

Based on the explanation above, a solution is needed in order to make students more interested in the English teaching and learning process especially writing so they can achieve the learning goals. This can be realized through optimizing the use of media in the classroom, for example, interactive multimedia. Therefore, the present study attempts to develop the interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP N 2 Mertoyudan.

B. Identification of the Problems

Teaching writing at the junior high school sometimes is considered complicated. Writing is one of the productive skills in the form of written language. In writing, students deal with the use of correct spelling, grammar, punctuation, vocabulary, cohesion and coherence.

Spelling becomes the basic aspect in writing for the students. To be able to write right words, they must know the spelling of each word. Bahasa Indonesia has the same alphabetical system as English but unfortunately the phoneme and grapheme systems are different. They tend to write the words based on the pronunciation in Bahasa Indonesia. As a result, they sometimes misspell words or do not know how to write the words because they are unfamiliar with the words.

The second aspect is grammar. Grammar in writing deals with some matters such as tenses, subject-verb agreements, adjectives, articles,

capitalization, time sequences, etc. Most students make mistakes in grammar especially tenses when they write in English because each text type has its own tense; for example, a descriptive text uses the present tense and a recount text and a narrative text use the past tense. Ideally, they are expected to master grammar before they start to write a text.

The next aspect is concerned with punctuation marks. Punctuation marks include capital letters, periods, commas, apostrophes, hyphens and quotation marks that have specific functions. Since there are many punctuation marks with their own functions, the students need to be careful in using them.

Choice of words is also another aspect of the writing skill. In English, a word can have more than one meaning. Misusing words can lead to problems of clarity of the texts and wordiness. The words that are used in writing also differ from those in daily conversation as it uses prestigious words. In addition, the students also need to choose the appropriate words to express their ideas in writing.

The next aspect is cohesion. It refers specifically to connections between sentences. There are a number of ways that can create cohesion between sentences by using transition from old information to new, summary words, repetition thematic consistency, parallel constructions, lexical ties, and transition signals. Most students are unaware of this matter as they focus on the number of sentences in a paragraph. Furthermore, they need to know the cohesive devices so the sentences can be linked together cohesively.

The coherence becomes the most important aspect in writing. It refers to the overall connection of the ideas in a piece of writing. A paragraph needs to have a clear central topic that must be used logically. Coherence is governed by the writer's purpose, the audience's knowledge and expectations, and the information to be conveyed. The cohesive devices also help the writer to develop coherence in a paragraph. Unfortunately, students sometimes do not focus on one topic so that the text is difficult to be understood.

From the explanation above, it can be concluded that there are many aspects in writing which affect the students' writing ability. In response to that, the researcher expects that developing interactive learning multimedia for teaching writing will make the teaching and learning process more interesting and enjoyable. It will also help the students develop their writing skills.

C. Limitation of the Problems

Based on the identification of the problem above, it is clear that writing is really complicated. From the observation done at SMP N 2 Mertoyudan, it showed that the teacher needed to use an interesting media in teaching writing to engage and motivate the students. The teacher actually wants to use interactive multimedia in the teaching and learning process, but the unavailability of those media becomes the problem. Moreover, the school is already facilitated with a computer laboratory and a multimedia room.

The teaching and learning process of writing for the seventh grade students in the second semester focuses on two text-types, namely descriptive

texts and procedure texts. However, the teaching of descriptive texts practically has much concern as it becomes the first short essay that the students learn in the junior high school level. Therefore, the students need to learn how to write this text type intensively.

Those are some considerations in developing an interactive learning multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan. The delivery medium of this program will be in the form of CD (Compact Disk).

D. Formulations of the Problems

Based on the limitation of the problems above, the problems in this research are formulated as follows.

1. What kind of interactive multimedia is suitable for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan?
2. What are the appropriate characteristics of an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan?

E. Objectives of the Study

In line with the formulation of the problems, the objectives of this study are as follows.

1. To develop a suitable interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan according to the students needs and learning objectives.
2. To find out the appropriate characteristics of an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan.

F. Significance

This study is expected to give some contributions to the English teaching and learning process at SMP N 2 Mertoyudan. The expected contributions are presented below.

1. English Education Department

The result of this study is expected to be used as a reference related to a research and development study, especially in the field of media development as an example of developed material and input for the department to facilitate a research and development study.

2. English Teachers of the Junior High School

The result of this study is useful for junior high school teachers in providing the medium with the use of technology for regular English classes.

3. Seventh Grade Students at SMP N 2 Mertoyudan.

It is expected that the seventh grade students get more knowledge and develop their English proficiency. They also will be more motivated to learn English.

4. Other Developers

The result of this study is expected to encourage other English Education Department students for conducting similar research on different subjects so that it will help both teachers and students in the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Writing

a. The Nature of Writing

Writing which is one of the four skills in English is commonly considered difficult for many students. Most students do not know what the meaning of writing is. The nature of writing is closely related to some definitions of writing suggested by some experts.

According to Rohman in McDonald and McDonald (2002: 7), writing is a process of putting thoughts into words and words onto paper. It is called as process because different things happen at different stages. Spratt, Pulverness and Williams (2005:26) elaborate the previous definition by stating that writing is one of the productive skills that communicate a message by making signs on a page by forming letters or words then joining them to make words, sentences or a series of sentences. It means that writing is not only writing sentences but also delivering a message that the readers want to know through them.

Brown (2001:335) points out that writing process focuses on generating ideas, organizing them coherently, using discourse markers and rhetorical conventions to put them cohesively into written text, revising text for clearer meaning, editing text for appropriate grammar and producing a final product. In line with this explanation, there are four processes in writing namely drafting, revising, editing and making final product.

Therefore, generating ideas and organizing ideas in writing are difficult for most foreign students because those processes include the process of translating ideas into an acceptable and readable text (Richards and Renandya: 2002, 303). Moreover, the teacher needs to help students to generate and organize ideas through writing exercises in the teaching and learning process.

In conclusion, writing is a process of communicating ideas in the written forms by forming letters into words and joining them to make cohesive sentences and coherent paragraphs. It consists of four stages including drafting, revising, editing and making the final product in the form of a text or an essay.

b. Micro-skills of Writing

When students learn writing, they also learn and acquire micro-skills of writing production. Those micro-skills will support them in producing texts and essays. Brown (2001: 343) proposes 12 micro-skills of writing. Some of them are: (1) producing graphemes and orthographic patterns in English, (2) producing writing at an efficient rate of speed to suit the purpose, (3) producing an acceptable core of words and use appropriate word order patterns, (4) using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules, (5) expressing a particular meaning in different grammatical forms, (6) using cohesive devices in written discourse, (7) using rhetorical forms and conventions of written discourse, and (8) appropriately accomplishing the communicative functions of written texts according to form and purpose.

2. Writing for Junior High School Students

Currently, Indonesia implements a School- Based Curriculum based on the government regulation No. 19 year 2005. This means that each school has the authority to develop and implement its own curriculum. However, the schools should develop their curriculum based on the *Standar Isi* which is one of the blueprints of BSNP. It is stated in *Standar Isi* (2006:124) that English teaching and learning process in junior high school is aimed at helping student achieving functional literacy level. It means that students are expected to be able to communicate both in spoken or written form to solve problems in daily life.

The scope of English subject in Junior High School consists of three competences. The first competence is discourse competence that is realized in four basic skills: listening, speaking, reading and writing. The second competence is the ability to comprehend and create various short functional texts, monologues and essays in the forms of procedure, descriptive, recount, narrative, and report supported by the use of vocabulary, grammar, and the generic structure. The second competence is supported by the third competence that consists of linguistics competence (grammar, vocabulary, phonetic, morphology), socio cultural competence (the appropriateness), strategic competence (problem solving in communication) and discourse marker competence (BSNP, 2006: 124). In relation to this, the junior high school students are obligated to master five kinds of text-types including procedure, descriptive, recount, narrative, and report.

The scopes of English subject above are realized into standard of competence and basic competence. Furthermore, the standard of competence of

writing for seventh grade students in the second semester is “Expressing meanings in the short functional texts and short essays in the form of descriptive, and procedure text to interact with the environment”, while the basic competence is “Expressing meanings and the generic structure of short essays using written language in the form of descriptive and procedure texts accurately, fluently and appropriately to interact with the environment”(BSNP, 2006: 128).

Based on the statement above, there are two kinds of text-types namely descriptive text and procedure text that must be mastered by the seventh grade students of junior high school in the second semester. Students should learn how to write texts based on the general features accurately, fluently and appropriately. However, the researcher will only focus on developing descriptive text materials for the seventh grade students.

3. Descriptive Texts

a. The Nature of Descriptive Texts

As stated above, there are two text-types that are taught in the seventh grade in the second semester. One of them is descriptive texts. There are some definitions of descriptive texts proposed by some experts.

According to Anderson and Anderson (1998:26), a descriptive text is a text that describes a particular person, place, or things to tell about the subject by describing its features. Folse, Vokoun and Solomon (2010:135) elaborate the previous definition by stating that a descriptive paragraph gives an impression of something including its look, sound, smell and feel that create a sensory image for the readers.

Therefore, Knapp and Watkins (2005:27) propose that personal descriptions and commonsense descriptions which are parts of descriptions genre describe appearance of a particular person or thing and may include the writer's relationship with that person or thing.

Based on the explanations above, it can be concluded that a descriptive text is a text that describes a particular person, place or things using sensory images such as its look, sound, smell and feel.

b. The General Features of Descriptive Texts

Basically, there are three elements of the general features, namely the communicative purpose, generic structures and the linguistic features as well as in descriptive texts. The explanation of each element is as follows.

The communicative purpose of descriptive texts is to describe a particular person, place or thing. The generic structures of descriptive texts consist of two parts: (1) an identification that is used to identify a phenomenon that will be described and (2) descriptions that are used to describe items, qualities, subject features, whole attitudes, and adjectives.

According to Knapp and Watkins (2005: 98-100), the linguistics features used in descriptive texts are: (1) focusing on specific participant (e.g., my house, my cat, the museum), (2) the use of simple present tense, (3) the use of detailed noun phrase to inform about subject, (4) the use of relational verbs, action verbs and mental verbs, (5) the use of adjectives to add extra information to noun, (6) the use of adverbs to add extra information to verbs to provide more detailed description, (7) the use of adverbial phrases to add more information about the

manner, place or time, and (8) the use of figurative speech such as similes, metaphors, personification and alliteration.

4. Writing Teaching and Learning Process

a. Teaching and Learning Process in the Junior High School

In Indonesia, teachers should follow *Standar Proses* that is proposed by BSNP in delivering the materials through the teaching and learning process in the classroom. Based on the *Standar Proses*, there are three activities in the teaching and learning process including opening activity, main activity and closing activity. The description of each stage is as follows.

The first stage is opening activity. According to BSNP (2007: 14-15), it consists of activities such as preparing students' condition, reviewing the previous lesson, explaining the basic of competence that will be achieved and stating the copes of the materials.

The second stage is main activity. This stage applies EEC method (Exploration, Elaboration and Confirmation). BSNP (2007:15) mentions that the activities in exploration are: (1) eliciting students to the topic of the lesson 2) using various teaching techniques, media and sources, (3) facilitating the interactions among students, teacher, environment and other learning resources, (4) activating students in the learning process, and (5) facilitating students doing experiments in the laboratory, studio and fields.

Meanwhile, in the elaboration the teacher: (1) habituates students to read and write various meaningful tasks, (2) facilitates students through exercises, discussion etc. to discover new ideas orally and/or written, (3) gives chances to

think, analyse, solve problems and act without anxiety, (4) facilitates students in the cooperative and collaborative learning, (5) facilitates students in competing to improve students' performance, (6) facilitates students in making exploration reports orally and/or written, individually and/or in group, (7) facilitates students in presenting the results individually and/or in group, (8) facilitate students in doing displays, tournament, and festivals, and (9) facilitate students on doing activities that make them proud and confident (BSNP, 2007: 16).

In the confirmation, the teacher: (1) gives feedback and reinforcements through oral forms, written forms, gestures and rewards, (2) confirms the results of the exploration stage and elaboration stage, (3) facilitates students in reflecting the teaching and learning process, and 4) facilitate students in getting meaningful experiences to achieve the basic competence (BSNP, 2007: 16-17).

The last stage is closing activity. In this stage, the teacher or together with students summarize the lesson. The teacher also evaluates the teaching and learning process and gives feedback on it. Then the teacher gives homework and further guidance for the next meeting (BSNP, 2007: 17-18).

From the explanation above, there are three stages in the teaching and learning process: the opening, main and closing activity. The main activity consists of exploration, elaboration, and confirmation (EEC). EEC is suggested by BSNP to be applied in teaching and learning process of all lessons in junior high school level that need to suit characteristics of each lesson.

b. Writing Teaching and Learning Process in EFL Contexts

Teaching languages especially English is different with other lessons because it needs recursive processes. The EEC method above is more applicable for teaching science as it can be seen from the activities in each stage and it does not seem suitable for teaching English. Commonly, English teaching and learning process applied PPP model and genre-based approach.

Regarding the basic skill that is taught and the text-types that must be mastered by students, the appropriate method for English teaching and learning as proposed by some teaching practitioners is genre-based approach. According to Hyland (2003:18), genre-based approach in writing instruction focuses on teaching students how to use language patterns to accomplish coherent and purposeful texts. Badger and White (2000:155) add that genre-based approach which is the extension of the product approach not only focuses on linguistic features but also engages students to write in various social contexts with different purposes for each text type.

Genre-based approach consists of five stages namely building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text and linking related texts (Callaghan and Rothery, 1988; Green, 1992; Cornish, 1992 cited in Feez: 2002). However, the stages of the genre-based approach in this study cover: building the context, modeling and deconstructing the text, joint construction of the text, and independent construction of the text. The explanations of each stage are as follows.

The first stage is building the context. In this stage, students are introduced to the context of the text-type being studied and the purpose of the text (Hyland, 2003:137-138; Feez, 2002:28). Furthermore, Feez (2002:28) adds that in this stage students explore the features of the general cultural context of the text-type and its communicative purpose and explore the immediate context of situation by investigating the register of a model text.

The term 'building the context' is similar to context exploration phase in Derewianka (1990) and Butt et al. (2001) in Lin (2006). According to Lin (2006:234), context exploration resembles the pre-writing activity. Moreover, the activities in this phase aim to activate the schemata, to help students to become aware of and understand the social purpose of the text type and its language features and to establish the learners' actual development or starting point.

Context-building activities are: (1) presenting the topic or context of the texts through pictures, video, realia, dialog and other media, (2) establishing the communicative purpose of the text through discussion or survey, (3) cross cultural activity, (4) related research activities, and (5) comparing the model text with other text of the same or different type (Feez, 2002:28-29). Meanwhile, Hyland (2003:138) adds some activities in building the context such as reading activity, research activity, build up vocabulary lists and study relationships of those in the text.

The second stage is modelling and deconstructing the text. Lin (2006:235) points out that the aims of this phase are to familiarize the learners with the text type being learned and to draw attention to its organizational and linguistic

features. Feez (2002:28) adds that in this stage students compare the model with other examples of the text. Hyland (2003:138) also states that students learn the structure and language of the text being studied through the different stages of language scaffolding tasks, moving from consciousness-raising through model manipulation and controlled composition exercises.

The activities in modelling and deconstructing the text are undertaken at the three levels including text-level activities, clause-level activities and expression-level activities. The samples of the text-level activities are: (1) presentation activities using devices such as LCD projector, board work etc, (2) sorting, matching and labeling activities, and (3) activities focusing on cohesive devices such as sets related to lexical items, conjunction, modality, reference, vocabulary network etc. In the clause-level activities, there are presentation and practice activities relating to the grammatical features of the text. Then, in the expression-level activities, students practice typing or handwriting such as rewrite the text in the previous activities (Feez, 2002:29-30).

The next stage is joint construction of the text. In this stage, students begin to contribute to the construction of the whole examples and the teacher reduces the contribution to text construction (Hyland, 2003:138; Feez, 2002:28).

Joint construction activities include: (1) teacher questioning, discussing and editing the whole class construction, (2) skeleton texts, (3) small group construction of the text, and (3) self-assessment and peer-assessment activities (Feez, 2002:30; Lin, 2006: 235-236). In line with that statement, Hyland (2003:138) states that in joint construction of text students are guided all steps of

the planning and drafting process, developing a text together through composition tasks and teacher questions which shape the text.

The fourth stage is independent construction of the text. In this stage, students work independently with the text and their performance are used for achievement assessment. In the writing tasks, students make the draft, develop the whole text based on the draft and edit the text before the final product is presented (Feez, 2002:31). Hyland (2003:139) also states that in this stage the teacher play roles in encouraging and monitoring, advising, assisting, and providing feedback on drafts.

In summary, genre-based approach is the appropriate approach for teaching and learning writing. Then, the researcher uses the first four stages including building the context, modelling and deconstructing the text, joint construction of the text and independent construction of the text in developing the multimedia for teaching writing descriptive for the seventh grade students. This multimedia only focuses on facilitating students in writing until the stage that they can produce texts independently.

5. Interactive Multimedia

a. The Nature of Interactive Multimedia

Recently many English teachers integrate technology in the classroom by using interactive learning multimedia to support teaching and learning process. The use of interactive multimedia is expected to be able to make the learning process more interesting and to motivate the students. Multimedia and interactive multimedia can be defined in many of views.

According Reddi and Mishra (2003:4), multimedia is an integration of multiple media elements (audio, video, graphics, text, animation etc.) into one synergetic and symbiotic whole that is more benefit for the user than any individual media elements. Fenrich in Reddi and Mishra (2003:4) also state that multimedia is the combination of computer hardware and software that integrate video, animation, audio, graphics, and test resources to develop effective presentations.

Furthermore, Bhatnagar, Mehta and Mitra (2002) suggest that digital multimedia refers to interactive multimedia. They define digital multimedia as any combination of text, graphics (still and animated), sound, and motion video delivered by a computer that allows students to interact with the programme and control the environment.

Mayer (2005:2) points out multimedia learning as learning from words (spoken or printed text) and pictures (illustrations, photos, maps, graphs, animation, or video). Mayer and Moreno (2002) add that computer-based multimedia learning environments that consist of pictures or animation and words supports students to improve their understanding.

From the views above, the term interactive multimedia can be concluded as the combination of various media such as text, graphics, animation, audio and video into single delivery system under computer in which students can control when and what elements deliver for the purpose of education.

b. The Advantages of Interactive Multimedia.

The use of interactive multimedia in teaching and learning process is closely related to its advantages for the teacher and students. According to Reddi and Mishra (2003:5), the benefits of multimedia to are: 1) it allows for creative work 2) it saves time 3) replaces ineffective learning activities and 4) increases student contact time for discussion. Lee and Owens (2004:123-124) state that one of the strengths of interactive multimedia is the interactivity that makes the interaction frequent and produces students' involvement.

Furthermore, Zhu (2010: 68) also mentions five advantages of using multimedia in the classroom. First, multimedia teaching increases the information volume, saved time and improved class efficiency. Second, it enables students to acquire feedback timely, to learn about their learning result and to adjust their learning steps, pace and difficulty accordingly. Third, teachers can integrate teaching materials and display the same teaching contents with a variety of information under the help of multimedia. Fourth, it helps to cultivate students' associative thinking. Fifth, it provides a platform for the communication between teachers and students as well as students and students.

Dong and Li (2011:165-166) add some advantages of using multimedia in the classroom. First, it makes English class more vivid and interesting, which stimulate students' interest in learning, improve class efficiency and achieve more satisfactory teaching results. Second, it creates a lively and harmonious environment in the teaching of listening, speaking, reading and writing that

increases the language practice and students' participants. Third, it creates a practical English using environment to enhance students' ability to use English.

In summary, the application of interactive multimedia in the classroom affects the teaching and learning process in term of its efficiency, amount of information volume, interaction between teacher and students and/or students and students and interactivity. Interactive multimedia also motivate students and engage students' involvement so the teaching and learning process become more interesting.

c. The Elements of Interactive Multimedia

As quoted above, multimedia are the combination of text, audio, images, animation and video into one package. The definition of each element is as follows.

1. Text

Text and symbols are very important for communication in any medium as well as in multimedia. Text includes the font size, style and colour. Bhatnagar, Mehta and Mitra (2002:140-141) mention some considerations of using text in multimedia: (1) It is easier to read text using mixed uppercase and lowercase letters than in capital letter, (2) It is easier to read text using static text than moving text, (3) It is easier to read text using single-spaced text than double-spaced text, (4) The type size is no more than three points, (5) Each line consists of 40-60 characters, (6) A simple typeface and the same font are used for the same type of information, and 7) The font size is between 9 and 12 points.

2. Audio

Sound is perhaps the most important element of multimedia. It can provide the listening pleasure of music, the startling accent of special effects or the ambience of a mood-setting background. Audio is divided into three types; narration or voice over (VO), music (M) and sound effects (SFX) (Reddi and Mishra, 2003: 41).

Bhatnagar, Mehta and Mitra (2002:14) classified audio into two categories namely content sound and ambient sound. Content sound provides information to students in the form of narration. Meanwhile, ambient sound consists of an array of background and sound effects to reinforce the message, background music to set the mood for students to receive and process information by starting and ending a presentation with music and sound effects to liven up the mood and add effects to the presentation.

3. Images

Images or graphics play a vital role in multimedia. It is expressed in the form of still picture, painting or a photograph taken through a digital camera. The attributes of color, texture, pattern and animation enrich a multimedia presentation.

Lee and Owens (2004:127) proposed some considerations of using graphics in interactive multimedia. Firstly, graphics should not detract from textual information and should be similar in size and placement. Secondly, there should not be more than four colors on a screen, and the entire course should use a palette

of not more than seven colors. Thirdly, the color also should be consistent so the color contrast must be managed appropriately.

4. Animation

Animation is the rapid display of a sequence of images of 2-D artwork or model positions in order to create an illusion of movement. Weiss, Knowlton and Morrison (2002:467-468) propose five functions of animation in interactive multimedia. Animation is used to make instruction attractive to students (cosmetic function), to gain students' attention at the beginning of and to signal salient points such as switching topics (attention gaining function), to motivate students when an incorrect answer is given (motivation function), to provide a concrete reference and a visual context for ideas (presentation function), and to provide a conceptual understanding without providing new information through visual (clarification function).

5. Video

Video in multimedia is one of the presentation tools that illustrates ideas and concepts besides capturing real world events. Reddi and Mishra (2003:46) recommend two choices of video in interactive multimedia: very short video clips (not exceeding a minute or two) and highly compressed video files such as MPEG files.

d. Multimedia for Writing

The development of information technology leads to the integration of multimedia into the teaching of English to create interesting learning environment. The use of multimedia in the teaching of writing is expected to

change students' attitude toward English learning and teaching process and improve their writing skill and interest in writing.

Multimedia is commonly associated with CALL (Computer Assisted Language Learning). According to Warschauer (1996), multimedia refers to Integrative CALL which is the current approach of CALL. Integrative CALL is based on multimedia computers and the Internet that combine text, graphics, sound, animation and video that can be accessed from a PC, using CD-ROMs or the Internet.

Wah (2006) investigated the appropriate design of computer-based instruction (CBI) and the use of it to improve students' writing in the composing process. The sample was twenty students in a secondary school. Instructional design principles were based on the guiding principles of a four-phased instruction including presenting information, guiding students, practicing by students, and assessing student learning. The term presenting information is similar to modeling and deconstructing the text in the genre-based approach while guiding students is similar to joint construction of the text. Meanwhile, practicing by students and assessing student learning are similar to independent construction of the text. Findings show that students considered the topics on writing skills, the language items, and the types of language lessons and practices as aspects of instructional process beneficial to their English writing process. The findings also show that guiding students is helpful for students in composing their writing.

Phinney in Wah (2006:28) argues that computer-based instruction make students' attitudes toward writing become more positive. The result in Sullivan

and Pratt's study (1996) as quoted in Wah (2006) also suggests that it improves negotiation of collaboration on writing projects, increase informal peer-to-peer assistance in the writing process, and make revision more effective. More recent study examined the the effects of CALL (Computer Assisted Language Learning) on EFL students' writing achievement (Jafarian, Soori and Kafipour: 2012). They explored forty students that were divided into experimental and control groups equally. The result shows that CALL users' achievement in EFL is significantly higher than non-users. It indicates that CALL improved students writing ability.

In addition, there are numerous CALL programs which support L2 writing instruction that vary in their appearance, their effectiveness, and the teaching approach. A good example is *Click into English* developed for the Australian Adult Migrant Education Service (Hyland, 2003:162-164). In this study, the researcher will use this program as reference in developing the interactive multimedia as it follows the genre-based approach.

Click into English is a series of instructional sequences built around model texts from different genres. Each sequence highlights grammatical features of the genre and leads the learner through a series of screens with different practice and self test multiple choice, gap-fill, and drag and drop activities. This program allows students to recall the text at any time, get instant feedback on their answers, consult pop-up screens for genre information and usage advice, and access a dictionary through hyperlinks in the text itself. *Click into English* also provides an environment for students to work either alone or with teacher support (Hyland, 2003:164).

From the statements above, it can be concluded that the integration of multimedia in the teaching writing is beneficial on improving students' writing skills. It also changes students' attitude toward writing. The developed multimedia in this study is also expected to make the teaching and learning process of writing become more interesting and vivid. A good writing program also allows students to work cooperatively and collaboratively.

6. Relevant Studies

In the case of interactive multimedia, the researcher finds out two studies which are relevant to this research. The first is Ika Wahyu Pratiwi (2011). Her study was on developing an interactive multimedia for teaching grammar to the eight grade students. The study was conducted in 2011. The results of the study show that the mean value of the content quality belongs to "good" category while the mean value of the technical quality belongs to "very good" category. The students also agreed on the developed multimedia. Based on those data, it can be concluded that this interactive multimedia was effective and suitable in class.

The second researcher is Nunuh Desti Fidya Restiti (2012), who conducted a study on developing an interactive multimedia for reading materials for the eighth grade students in the academic year 2011/2012. The result of the study shows that the overall means value was 4.28 so it belongs to 'very good' category. Students were very enthusiastic and interesting in conducting any activities that were provided in the interactive multimedia program. The English

teacher also agreed that the multimedia was a very good program for teaching reading.

B. Conceptual Framework

There are some problems related to writing production mentioned in this study. Students sometimes use incorrect spelling, grammar, punctuation and vocabulary. The next problem is related to cohesion and coherence of the text. However, many students do not pay attentions to these matters. As a result, they produce poor writings. Thus, the teacher should use the appropriate media to make the teaching of writing more interesting and to motivate the students: multimedia is one of them.

Based on the relevant studies between interactive multimedia and writing, it can be concluded that the use of multimedia also helps both teacher and students in the teaching and learning process of writing. Interactive multimedia helps the teacher to present materials in the attractive and interesting way. It also helps students to improve their writing ability. The similar studies in developing interactive multimedia also show that multimedia becomes a helpful media for teaching English and motivates students in learning English.

There are two kinds of text-types taught in the seventh grade in the second semester, namely descriptive texts and recount texts. The researcher limits the text-types taught in the interactive multimedia by developing interactive multimedia for teaching writing descriptive texts. Then, the researcher conducts

needs analysis to know the target needs and learning needs related to the teaching and learning of writing.

In this research, the interactive multimedia is expected to make the teaching and learning process of writing more fun and interesting. The writing activities consist of guided, semi guided and free writing activities. Students will learn the generic structure and linguistic features of descriptive text through practice activities. The tasks are in the form of matching activities, completion activities, rewriting activities, correcting and editing activities, guided writing activities and free writing activities.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

The objective of this study is to develop an effective product that can be applied for the educational program. Thus, this study is classified into a research and development (R & D) study. According to Seels & Richey in Richey, Klein and Nelson (2004: 1099), the purposes of R & D are designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness. The product of this research is an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP N 2 Mertoyudan.

B. Research Procedure

In this study the developer adapted the Lee and Owens Model (2004) to develop the interactive multimedia that consists of five stages. Originally, the stages were needs assessment or analysis, design, development, implementation and evaluation. However, the researcher adapted it into needs assessment or analysis, design, development and evaluation. The implementation was not included in this study because the new regulation of English Language Education Department said that the researchers are allowed to do the study until the evaluation stage without doing the implementation. The procedure was explained as follows.

1. Needs assessment or analysis

There were two phases in this stage. The first phase was needs assessment while the second phase was front-end analysis.

a. Needs Assessment

In this phase, the developer decided the goal of this study and identified the research problems and ways to solve the problems using questionnaires.

b. Front-End Analysis

The developer determined the target population, the authoring software used to develop the program and to deliver it, the environment in the school where the program was going to be used, the macro skills, the standard of competence and the basic competence, the appropriate delivery medium and available materials which were needed to be developed.

2. Design

a. Writing Course Grid

After the competence standard and the basic competence were analyzed, the developer wrote the course grid that was used to develop the program.

b. Writing the draft of the material

Materials related to this study were developed. The developer also classified the material presentation.

c. Flowcharting

After the draft of the material was created, the next step was making the flowchart. Flowchart is a symbol or picture which depicts steps representing a

processing activity of the server. Flowcharts serve as a roadmap of interactive multimedia. It usually links one page to another.

d. Storyboarding

After the flowcharts are created, the developer made the storyboard. It describes how every screen in the presentation would be displayed. They refer to the operation shown in the flowchart.

3. Development

a. Material Collecting

The texts, pictures, animations, audio and videos were collected. In order to get the input, the developer adapted the textbooks used in the junior high school.

b. Integrating the material into the program

The developer used the authoring software such as Adobe Flash CS3, Photoshop and other supporting programs to integrate the material into the program. The result of this stage was called the first product.

c. Validation by the supervisors

The first product was consulted to the consultants.

4. Evaluation by experts

The first product was evaluated by a material expert and a media expert through questionnaires. The purposes were to revise the first product and to create the second product. The second product was used as the final product.

C. Setting of the Research

The setting of this research was at SMP N 2 Mertoyudan. It is one of the favorite schools in Magelang regency and already well-facilitated. It is located in Danurejo, Mertoyudan, Magelang. This school has eighteen classes. Each grade consists of six classes (A, B, C, D, E and F). There are a computer laboratory and a multimedia room. There are one LCD projector and 33 computers in both rooms so they accommodate the total number of the students in each class.

D. Population and Sample

The population of this research was 192 students of the seventh grade students at SMP N 2 Mertoyudan. The sample was thirty one students of class VII F. The sample was selected using the purposive sampling technique. According to Cohen, Manion and Morrison (2005), purposive sampling is a nonrandom sampling technique in which the researcher chooses people with specific characteristics to participate in the research study. In this technique, the researcher specified the population (seventh grade students of junior high school) who used the interactive multimedia. Then, the researcher chose the thirty one students in the seventh grade at SMP 2 Mertoyudan as the sample of the research.

E. Instruments of the Research

The researcher used questionnaires as instruments to gather data in this study. There were three questionnaires. The first questionnaire was used to obtain information about the students' needs and learning needs. The second and third questionnaires were used to obtain feedback and suggestion from the material

expert and the media expert to improve the design. The material expert analyzed the contents and the instructional quality while the media expert analyzed the technical quality of the product. The organizations of questionnaires developed for this research were presented in the following tables.

Table 1. Organizations of the Questionnaire for the Needs Analysis.

Criteria of the Questions	The Objective of the Questions	Item Number	Reference
Students' attitude	To find out the students' attitude about interactive multimedia	1, 2	
Students' opinions	To find out the students' opinions about the importance of writing	3	
Students' ability	To find out the students' ability in writing	4, 5	
Students' difficulties	To find out the students' difficulty in writing	6	Hyland (2003: 32)
Frequency of practice	To find out the students' frequency in practicing writing	7	
Learning goals	To find out the target needs in term of learning goals	8, 9	Hyland (2003: 117)
Inputs	To find out the target needs in term of inputs.	10	Hyland (2003: 117)
Activities	To find out the learning needs in term of activities	11, 12, 13	Hyland (2003: 119-120)
Settings	To find out the learning needs in term of settings	14, 15, 16	Hyland (2003: 117-118)
Teacher' roles	To find out the learning needs in term of teacher's roles	17, 18, 19	Hyland (2003: 118-119)
Learners' roles	To find out the learning needs in term of learners' roles	20	Hyland (2003: 118-119)

Table 2. Organizations of the Questionnaire for the Material Expert.

Criteria of the Questions	Issue of the Questions	Item Number	Reference
Content Quality			
Material coverage	The content of the multimedia achieves the intended purpose.	1	Nunan (2004: 41-42)
Material presentation	The material presentation is effective and well-organized.	2, 3	

Continued

The language used	The language used in the material is effective.	4	Feez & Joice (2002:140)
Quality of activity items	The activities are varied.	5	Nunan (2004: 41-42)
The balance of materials and activity items	The materials and activities are consistent and balanced.	6	Nunan (2004: 41-42)
Interaction in using the program	The multimedia is easy to be used and controlled.	8	Nunan (2004: 52-63)
Instructional Quality			
Relevance to the standard competence	The materials and the standard competence are relevant.	9	BSNP (2006)
Relevance to the basic competence	The material and the basic competence are relevant.	10	BSNP (2006)
The match between indicators and basic competence	The indicators match basic competence.	11	BSNP (2006)
Clear learning instructions	The tasks are delivered by clear instructions.	12	Nunan (2004: 174)
Completeness of materials	The tasks are logically sequenced from the dependent task to the independent one.	13	Brown (2001:142)
Order of lesson	The task progress is developed from easy to complex activities.	14	Nunan (2004: 85-90)
Balance between material and activity items	The materials and the activity items are balanced.	15	
The match between activity items and the indicators	The activity items match with the indicators.	16	
Media attraction	The media is easy to be used.	17	
Feedback	The media provides appropriate feedback.	18	

Table 3. Organizations of the Questionnaire for the Media Expert.

Criteria of the Questions	Issue of the Questions	Item Number	Reference
Screen design and slide	Screen design and slide of the interactive multimedia are suitable and effective.	1, 2, 3	Stemler (1997:2-3)
	The color composition of the interactive multimedia is suitable.	4, 5	Stemler (1997:2-3)
	The text placement of the interactive multimedia is effective.	6, 7, 8	Stemler (1997:2-3)
Interaction and feedback	The multimedia is interactive.	9, 10	Stemler (1997:4-5)
	Feedback of the interactive multimedia is suitable and effective.	11, 12	Stemler (1997:4-5)
Navigation	The navigation of the interactive multimedia is suitable and effective.	13, 14, 15, 16, 17, 18, 19	Stemler (1997:5-6)
Graphic and animation	The graphic of the interactive multimedia is suitable and effective.	20, 21, 22, 23	Stemler (1997:9-10)
	The animation placement of the interactive multimedia is suitable and effective.	24, 25	Stemler (1997:9-10)
Audio and video	The audio of the interactive multimedia is suitable and effective.	26, 27	Stemler (1997:10-11)
	The video of the interactive multimedia is suitable and effective.	28, 29	Stemler (1997:10-11)

F. Data Collection Techniques

In this research, the developer used questionnaires to collect the data. Firstly, the researcher administered the first questionnaire to obtain information about students needs before developing the media. Then the reseacher distributed the second and third questionnaires to the material expert and the media expert after developing the product.

The first questionnaire was a closed and structured questionnaire. The students were given some responses for each question and chose one or more of

them. The second and third questionnaires used a Likert scale for the responses that consist of five scales namely strongly agree (SA), agree (A), somewhat agree (S), disagree (DA) and strongly disagree (SD). Each indication of the response to the statements was weighted with a score such as 5 for strongly agree (SA), 4 for agree (A), 3 for somewhat agree (S), 4 for disagree (DA) and 1 for strongly disagree (SD). The result of the questionnaires were used to revise the product.

G. Data Analysis Techniques

To analyze the data, the researcher used the quantitative data. The data were obtained from the questionnaires. The data were intended to assess students' needs and learning needs, the material and media experts' judgements to the developed media. The first questionnaire was administered to find out information about students' needs. The results of the questionnaire were analyzed by using the percentage to know the students' preference in the teaching and learning process of writing.

The second and third questionnaires were administered to the material and media experts. After the researcher got the results of the questionnaires, she defined the mean score to find out the average score of each category of the multimedia. Then to know the quality of the interactive learning media design, the researcher decided to use the mean score. The following table showed whether the result of the mean score was effective or less effective. The score was determined by using the Quantitative Data Conversion proposed by Sukardjo (2005).

Table 4. Quantitative Data Conversion.

Interval	Category
$X \leq 1.79$	Very poor
$1.79 < X \leq 2.60$	Poor
$2.60 < X \leq 3.40$	Fair
$3.40 < X \leq 4.21$	Good
$4.21 < X$	Very good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research in details. The research findings regarding the needs analysis, the interactive multimedia design, the interactive multimedia development and the interactive multimedia evaluation are described as follows.

A. Research Findings

1. Needs Analysis

The needs analysis was conducted to get the description of the students and their needs by distributing the needs analysis questionnaire. The detailed results of the needs analysis are presented as follows.

a. The Description of the Respondents

The needs analysis questionnaire was distributed to thirty one students in class VII F at SMP N 2 Mertoyudan in the academic year 2012/2013. Twenty one participants were boys and ten participants were girls. Their ages ranged from 12 to 13 years old.

Table 5. Data of the Respondents of the Research.

Group of Respondents	Sex		Age	
	Male	Female	12	13
Students of Class VII F	21	10	19	12

b. The Results of the Needs Analysis.

The aim of this study was to design an interactive multimedia for teaching descriptive texts for the seventh grade students. Therefore, the needs analysis questionnaire covered a number of issues related to the students' attitude toward interactive multimedia, their opinion about the importance of writing, their writing ability, their difficulties in writing, target needs and learning needs.

Based on the results of the needs analysis, it was found that the students already knew about interactive multimedia. This indicated that the developed interactive multimedia was not something new for them. They said that interactive multimedia was needed to be implemented in writing class. Most of them agreed that having a good writing ability was very important, while the others said that it was important. They categorized their writing ability into fair. They also said that writing was rather easy to do. There were also some difficulties in writing faced by students, such as using the correct grammar, producing correct sentences, organizing the texts and understanding the text genres.

Related to the target needs, their goals of learning writing were to be able to write using the appropriate grammar, punctuation and vocabulary, to improve their grammar knowledge and to be able to produce a text that was in accordance with the genres they have learned. The topics of the writing materials that they prefer were of daily life and technology, while the input was of short stories, pictures and video.

Related to the learning needs, writing activities that they want were of making a story based on pictures and writing a text based on the genre they have

learned. They also agreed that learning grammar and having knowledge about the generic structure and linguistics features of a text were important before they start to write. They wanted to do the writing task individually and in pairs and to write a text in \pm 100-200 words in length. They preferred using interactive multimedia.

Related to the teacher roles, they wanted the teacher to explain about the genres being learned, the objectives of the activities being conducted and the steps that they should do in the activities being conducted. They also wanted the teacher to review and explain the material once again and check and edit their works if there were any mistakes or errors when they found difficulties in doing writing activities. Most of them also wanted the teacher to check their work, tell their mistakes directly and give solution after they have finished with the writing tasks. Related to the learner roles, they wanted their friends to comment, read and correct their writing.

2. Interactive Multimedia Design

There were four stages in designing the interactive multimedia. First, the researcher created the course grid according to the data obtained from the needs analysis and the standard of competence and the basic competence from the current Indonesian curriculum. She also formulated the indicators of each unit (see *Appendix A*). Then, the course grid was used as guidelines in compiling materials. There were three units that were developed based on the theme. They used the Genre-Based Approach. Each unit consisted of five menus: *Achievement Indicators*, *Let's Get Started*, *Let's Study*, *Let's Join* and *Let's Write* (see

Appendix B). Next, the flowchart of the interactive multimedia was created (see *Appendix C*). It served as a roadmap of interactive multimedia. Then, the researcher created the general display of every screen of the interactive multimedia based on the flowchart. This process was called storyboarding (see *Appendix D*).

3. Interactive Multimedia Development

After the researcher created the course grid, the draft of the material, the flowchart and the storyboard of the program, she collected the detailed materials including texts, audio, graphics, animation and video. After that, the materials are integrated into the program using Adobe Flash CS3. The first design of the interactive multimedia consists of three main components. They are namely *Start* Page, *Home* Page and *Menu* Page. The followings are the detailed information of the first draft.

a) Start Page

Figure 1 below shows the appearance of the *Start* page. It is the opening of the program which shows the title of the program, the developer, the institute and the year of developing the media. The students have to click the *Start* button to go the *Home* page. The navigation system (i.e. *maximize/minimize* buttons and *exit* button) is presented in the right upper corner of the screen.

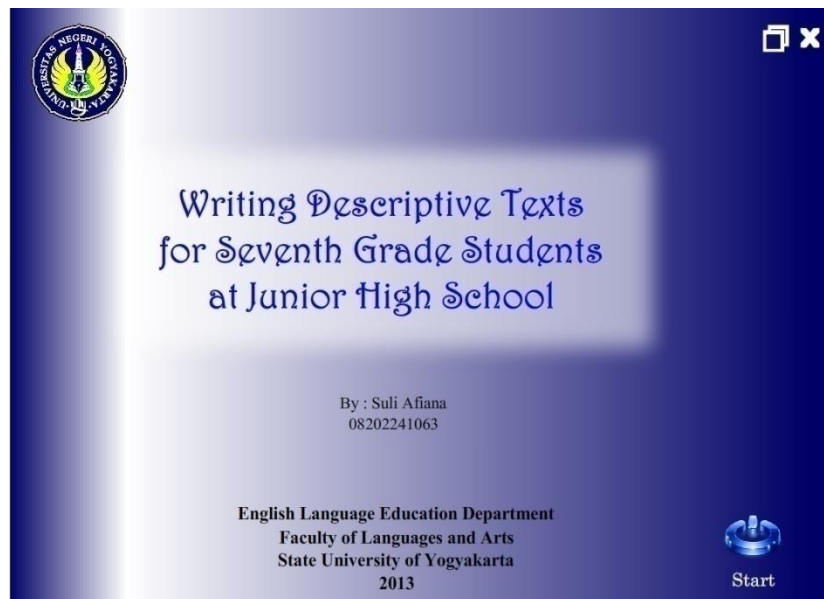


Figure 1. Start Page

b) Home Page



Figure 2. Home Page

The *Home* page consists of five menus. They are *User Guide*, *About the Program*, *Topics*, *About the Author* and *References* (see Figure 2). The navigation system (i.e. *maximize/minimize* button and *exit* button) is presented in

the right upper corner of the screen. There is also *Play* button to play the musical instrument in the left bottom corner of the screen. The students have to click one of the menus to see the content of each menu. Each menu in the home page is described as follows:

1) User Guide

The *User Guide* page provides guidance for the students related to the navigation system. They will find the function of each button used in the program. The following figure shows the appearance of the *User Guide* page.



Figure 3. User Guide Page

2) About the Program

Figure 4 above shows the appearance of the *About the Program* page. In this page, the students will find the introduction of the program. It presents the approach used in developing the program and what they will learn in each unit.

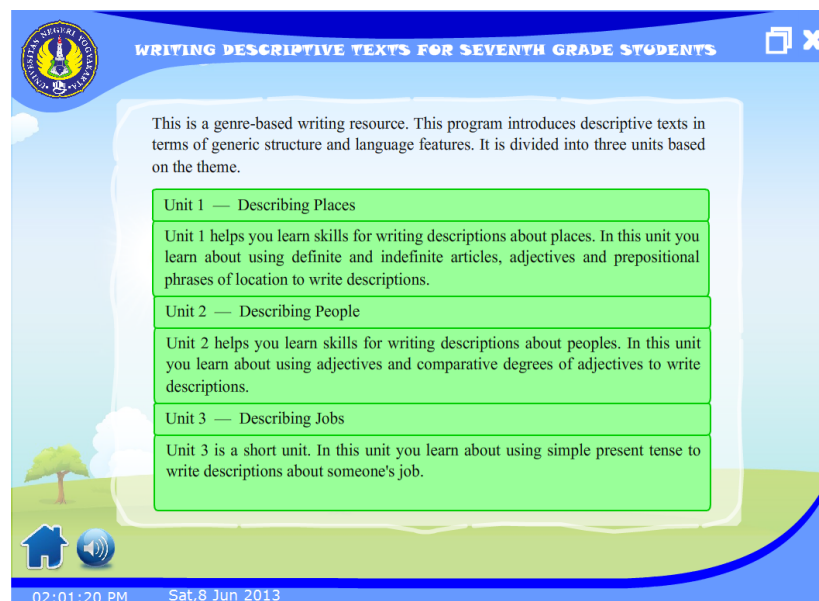


Figure 4. About the Program Page

3) Topics



Figure 5. Topics Page

In the *Topics* page, there are three main menus: *Unit 1 “Describing Places”*, *Unit 2 “Describing People”* and *Unit 3 “Describing Jobs”* (see Figure 5).

The title of the unit represents the topics of the unit. The students have to click the *Unit* buttons to go the main activities.

4) About the Author

The *About the Author* page presents the information about the author such as name, place and date of birth, address, phone number, email and twitter. The following figure shows the appearance of the *About the Author* page.

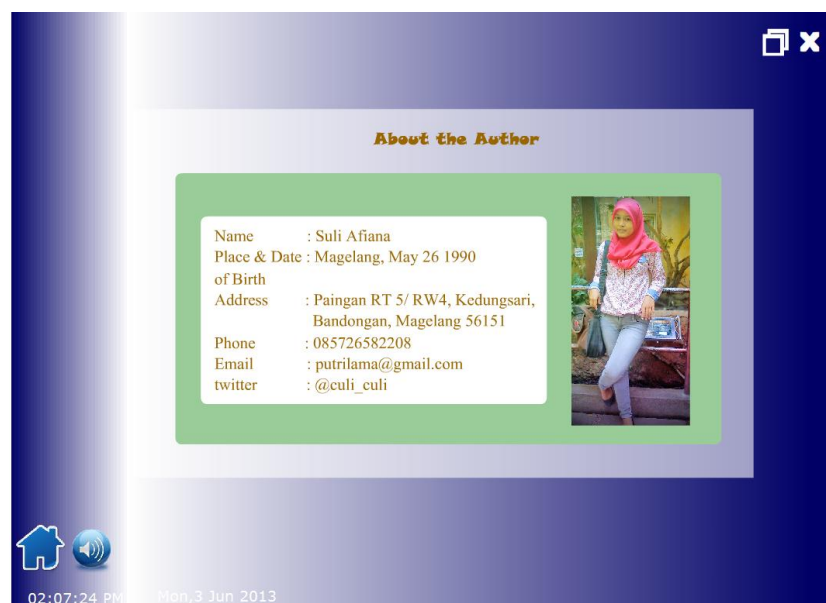


Figure 6. About the Author Page

5) References

The *References* page presents the references that are used in developing the interactive multimedia. The appearance of this page can be seen in Figure 7.



Figure 7. References Page

c) Menu Page

As stated above, the *Topics* page consists of three units. Each unit consists of five menus: *Achievement Indicator*, *Let's Get Started*, *Let's Study*, *Let's Join* and *Let's Write*. The descriptions of the menu page in each unit will be presented as follows.

1) Unit 1 - Describing Places

When the students click on the *Unit 1 Describing Places* button, they will go to the *Main* page of Unit 1 (see Figure 8). The descriptions of each menu of Unit 1 can be seen as follows.



Figure 8. Menu Page of Unit 1

a) Achievement Indicators



Figure 9. Achievement Indicators Page of Unit 1

Figure 9 above shows that the *Achievement Indicators* page provides the learning objectives of Unit 1. There are four learning objectives related to writing descriptive texts about places such as a school and a house.

b) Let's Get Started

This section provides three activities. Those activities aim at activating students' background knowledge and enriching students' vocabulary before they start writing. The detailed information of each activity is presented as follows:

- Activity 1

In this page, the students are asked to look at a picture and answer some questions orally. The aim of this activity is to activate their background knowledge. Then they have to click the *Vocabulary Building* button to go to the next activity. The following figure shows the appearance of the *Activity 1* of Unit 1.



Figure 10. Activity 1 of Unit 1

- Activity 2

When the students click on the *Vocabulary Building* button in the *Activity 1*, they directly go to the *Vocabulary 1* to do the *Activity 2* (see Figure 11). It is a

matching activity. They have to drag and drop words under the appropriate pictures.



Figure 11. Activity 2 of Unit 1

- Activity 3

After the students enriched their vocabulary related to rooms in the school, they have to click the *Vocabulary 2* to do the *Activity 3*. The first page of the *Activity 3* provides a video. They have to watch the video first and do the exercise in the next page. In the exercise, they have to click the right order of furniture based on the numbers in the pictures. Figures related to the *Activity 3* can be seen as follows.

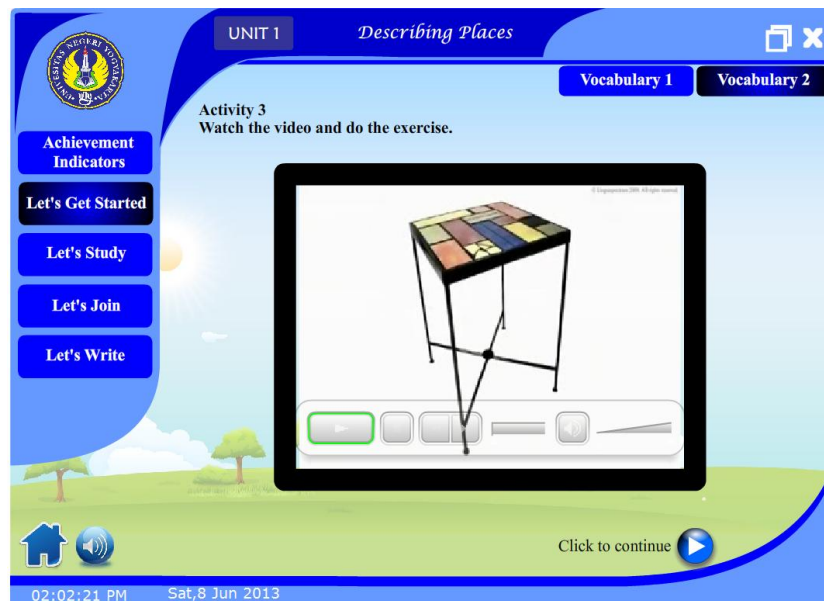


Figure 12. Activity 3 of Unit 1



Figure 13. Activity 3 of Unit 1

c) Let's Study

The Let's Study button consists of three submenus: *Model Text*, *Text Type* and *Language Focus*. The descriptions of each submenu are presented as follows.

a. Model Text



Figure 14. Activity 4 in Model Text Page of Unit 1

When the students click on the *Let's Study* button, they will directly go to the *Model Text* page (see Figure 14). In this page they are given an example of descriptive texts. They have to point the words in blue to see more explanations and answer the following questions.

b. Text Type

Figure 15 above shows the appearance of the *Text Type* page. It provides explanations about the communicative purpose and generic structure of descriptive texts. Then the students have to click the *next* button to do the exercise in the *Activity 5* (see Figure 16). They are asked to identify the generic structure of a descriptive text by dragging and dropping.

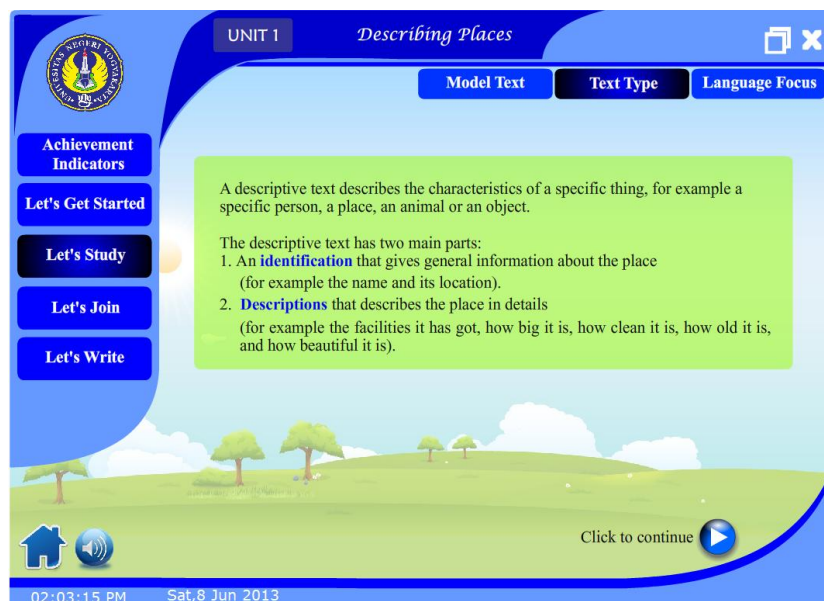


Figure 15. Text Type Page of Unit 1

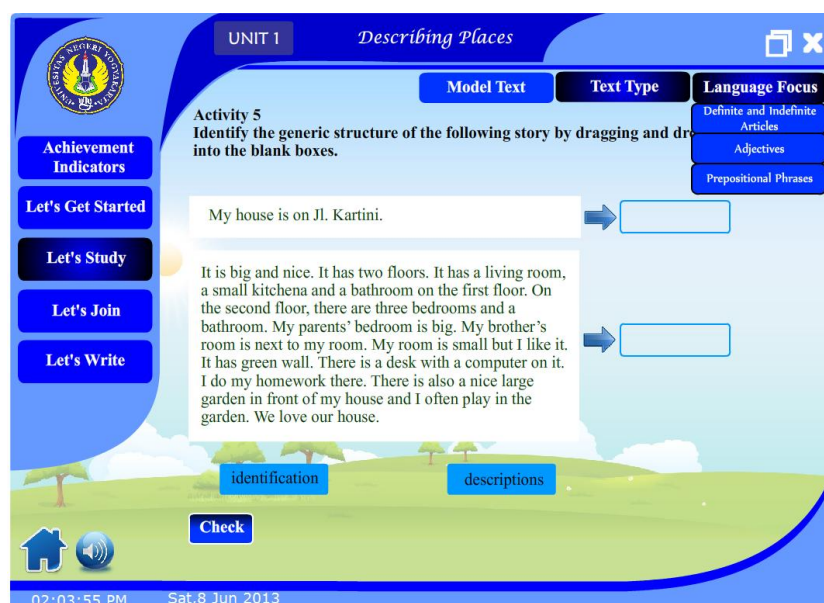


Figure 16. Activity 5 in Text Type Page of Unit 1

c. Language Focus

When the students point the *Language Focus* button, three submenus appear: *Definite and Indefinite Articles*, *Adjectives* and *Prepositional Phrases*. Each submenu is presented as follows.

- Definite and Indefinite Articles

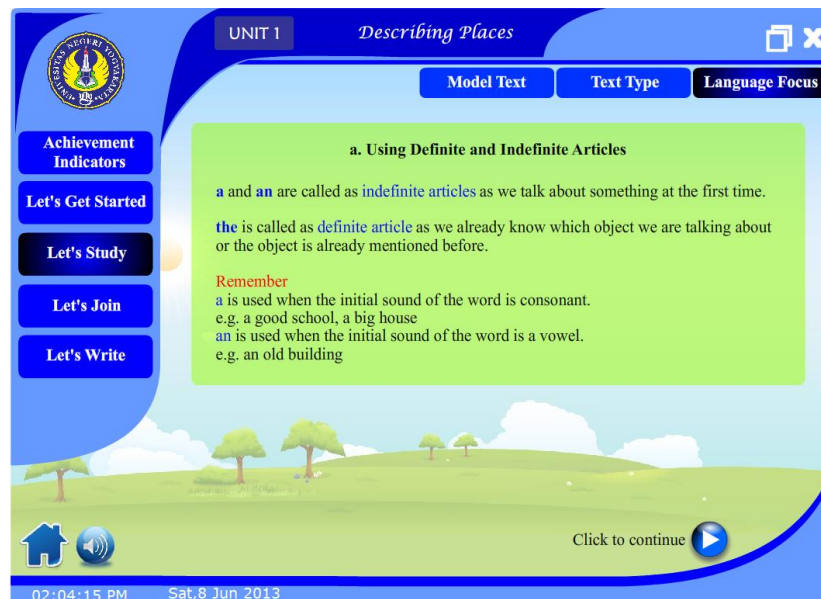


Figure 17. Definite and Indefinite Page in Language Focus of Unit 1



Figure 18. Activity 6 of Unit 1

The first page of the *Definite and Indefinite Articles* submenu presents the explanation about definite and indefinite articles (see Figure 17). Then, the students have to click the *next* button to do the exercise in the *Activity 6* that aims

at checking their understanding about definite and indefinite articles (*see Figure 18*). Figures related to the *Definite and Indefinite Articles* submenu are presented as follows.

- Adjectives

When the students click on the *Adjectives* button, they go to the first page of this submenu that presents the pattern of adjectives (*see Figure 19*). Figure 20 shows that the second page contains an explanation about the order of adjectives. They have to point the words in blue to see the examples of determiner and adjectives. The following figures show the appearance of the *Adjectives* submenu.



Figure 19. Adjectives Page in Language Focus of Unit 1

UNIT 1 *Describing Places*

Model Text Text Type Language Focus

Order of Adjectives

Point the words in blue to see the examples.

Determiner (D)	+	Adjectives	+	Noun
beautiful, nice, comfortable, tidy		opinion or judgment		house
demonstratives		size		book
interrogatives		shape		chair
indefinites		age		sofa
definite articles		color		wardrobe
indefinite articles		nationality		etc.
numerical		material		
		purpose or qualifier		

e.g., green wall, a nice garden, 18 clean classrooms
S N D I N D I N

02:05:24 PM Sat, 8 Jun 2013

Figure 20. Second Page of Adjectives in Language Focus of Unit 1

After the students read the explanations, they have to do the exercises.

There are two exercises in the next pages: *Activity 7* and *Activity 8*. The explanations of those exercises are described as follows.

- Activity 7

UNIT 1 *Describing Places*

Model Text Text Type Language Focus

Activity 7

Drag and drop the adjectives into the blank boxes to make a good noun phrase.

1. a wardrobe. 4. a bedcover.

2. a curtain. 5. four cushions.

3. a blanket.

Check

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Figure 21. Activity 7 in Adjectives in Language Focus of Unit 1



Figure 22. Activity 7 in Adjectives in Language Focus of Unit 1

Activity 7 is an activity which aims at checking students' understanding about the use of adjectives at the word level (*see Figure 21 and Figure 22*). The students are asked to drag and drop adjectives into blank boxes to make good noun phrases.

- **Activity 8**

In *Activity 8*, the students have to rearrange scramble words to make a good sentence by typing the answer in the provided box. The aim of this activity is to check their understanding about the use of adjectives at the sentence level (*see Figure 23*).

UNIT 1 Describing Places

Model Text Text Type Language Focus

Activity 8
 Arrange the words below to make good sentences by typing the answers in the blank boxes.
 e.g. house – is – big – a – It
 Answer: It is a big house.

1. cozy – a – It – has – living room.
 Answer: _____

2. bedrooms – There – two – are – comfortable
 Answer: _____

3. is – kitchen – The – clean – small – and
 Answer: _____

4. garden – large – There – is – beautiful – a
 Answer: _____

5. clean – is – bathroom – a – There
 Answer: _____

Check Reset

02:06:10 PM Sat, 8 Jun 2013

Figure 23. Activity 8 in Adjectives in Language Focus of Unit 1

- Prepositional Phrases

This page presents explanations about prepositional phrases. The *Prepositional Phrases* page can be seen in Figure 24.

UNIT 1 Describing Places

Model Text Text Type Language Focus

c. Using Prepositions of Locations

Prepositions of locations are used to tell the location or placement of something. The preposition and noun combination is called a prepositional phrase.

Common Prepositions of Locations (Point the prepositions to show the meanings.)

above	diatas	beside, next to
across		between
behind		in
below		in front of

Word order with Prepositions of Locations

1. Prepositions of locations occur at the end of a sentence.
 e.g., An empty box is under the sofa.

2. Prepositions of locations occur at the beginning of a sentence.
 e.g., On the floor, there are many papers.
 On the floor are many papers.

Click to continue

02:07:33 PM Sat, 8 Jun 2013

Figure 24. Prepositional Phrases Page in Language Focus of Unit 1

In the next pages, the students will find exercises in *Activity 9* and *Activity 10*. Those activities are described as follows.

- Activity 9



Figure 25. Activity 9 in Prepositional Phrases in Language Focus of Unit 1

Figure 25 above shows that in the *Activity 9*, the students have to drag and drop the appropriate prepositions of location in the blank boxes based on the provided picture.

- Activity 10

After the students have the *fill in the blank activity*, they rearrange jumbled words to make a good sentence in the *Activity 10*. The figure of the *Activity 10* is shown in Figure 26.

Figure 26. Activity 10 in Prepositional Phrases in Language Focus of Unit 1

d) Let's Join

There are three activities in this menu. The explanation of each activity is as follows.

- Activity 11

Figure 27. Activity 11 of Unit 1

Figure 27 above shows the appearance of the *Activity 11*. In this page, the students are asked to type the suitable verbs from the box in the blank lines. This activity aims at checking their understanding in using the simple present tense in a descriptive text.

- Activity 12

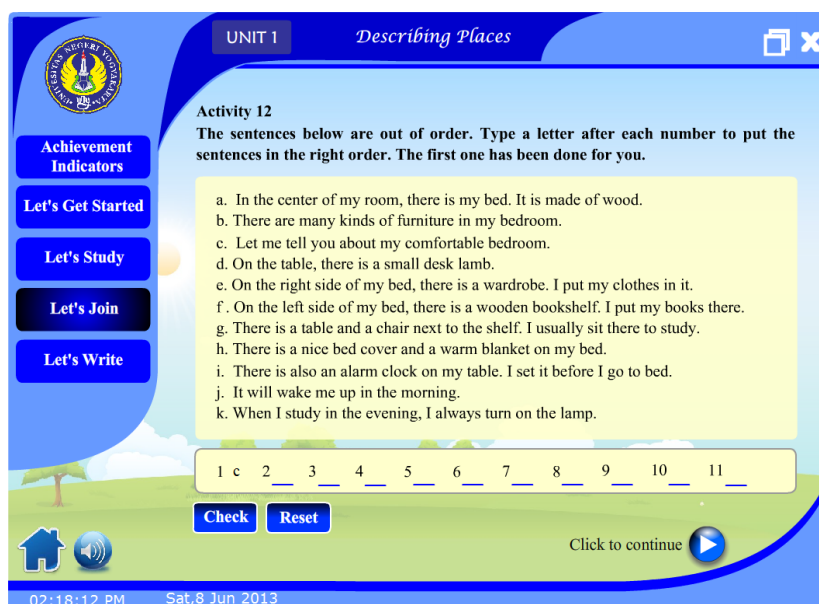


Figure 28. Activity 12 of Unit 1

Figure 28 shows the appearance of the *Activity 12*. In this activity, the students rearrange jumbled sentences to make a good paragraph. They have to type the letter after each number.

- Activity 13

Activity 13 is an activity which aims at checking students' understanding in using what they have learnt in the previous section. They are asked to complete a paragraph using appropriate prepositions of location and adjectives by dragging and dropping. The appearance of the *Activity 13* can be seen in Figure 29.

UNIT 1 *Describing Places*

Activity 13
 Drag and drop the appropriate prepositions of location and adjectives in the blank lines.

antique large in front of arranged On the right
 between On top above short blue

My living room may be small but it is tidy and well-organized. _____ there is a wooden bookcase with four shelves. _____ of the bookcase is a small lamp with a _____ base and a lampshade. The first and third shelves are filled with carefully _____ book. On the second shelf, there is an _____ clock. The bottom shelf has a few newspapers. On the opposite side of the room, there is a television set. A _____ sofa is _____ the television set and the bookcase. Directly _____ the sofa, there is a coffee long table with _____ legs. There is also a beautiful beach painting _____ the sofa. Although it is a small room everything in my living room is in its place.

Check

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Figure 29. Activity 13 of Unit 1

e) Let's Write

There are three activities in this menu. Through the exercise in each activity, the students are expected to be able to write a descriptive independently. The description of each activity is as follows.

- Activity 14

In *Activity 14*, the students are asked to correct a paragraph in terms of its punctuations, capital letters, adjectives and prepositions. They have to rewrite the correct paragraph in the blank box. The figure of the *Activity 14* is presented as follows.

UNIT 1 *Describing Places*

Activity 14
There are ten mistakes in paragraph below in term of its punctuations, capital letters, adjectives and prepositions. Type the correct paragraph in the blank box.

Doni's bedroom is comfortable and well-organized. It has white and blue wall. On the left corner, there is a wardrobe. The color of the bed cover is blue. Next to the wardrobe, there is a study table. Above the study table is a book shelf. A night table is beside the study table. There is a lamp on it. On the opposite is a double bed. On the bed, there are two pillows and a red and white line patterned blanket.

Check **Reset** **Click to continue**

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Figure 30. Activity 14 of Unit 1

- Activity 15

After the students have the *correcting activity*, they are asked to write a descriptive text of a house based on the provided ground plan in their text book (see Figure 31).

UNIT 1 *Describing Places*

Activity 15
Write a description of the Dina's house based on the ground plan below in your textbook. After you finish, ask one of your friend to check your writing.

Click to continue

02:18:51 PM Sat, 8 Jun 2013

Figure 31. Activity 15 of Unit 1

- Activity 16

Activity 16 is the last activity in Unit 1. The students are asked to choose one of the topics and write a descriptive text in their text book. The appearance of the *Activity 16* can be seen in Figure 31.



Figure 32. Activity 16 of Unit 1

2) Unit 2 - Describing People

Figure 33 below shows the appearance of the *Menu* page of Unit 2. This unit has the same menu as Unit 1 but each menu has different content. The sequence of activities in this unit focuses on describing people. The description of each menu of Unit 2 is as follows.



Figure 33. Menu Page of Unit 2

a) Achievement Indicators

In this page the students will find the learning objectives of Unit 2. There are three learning objectives that are expected to be achieved in the end of the lesson. The *Achievement Indicator* page is illustrated in Figure 34.



Figure 34. Achievement Indicator Page of Unit 2

b) Let's Get Started

The activities in this section are similar to Unit 1. In the very beginning of the lesson, the students answer some question to activate their background knowledge. Then, there are two *matching activities* in the *Vocabulary Building*. In the *Vocabulary 1*, they focus on enriching their vocabulary about parts of the body while in the *Vocabulary 2*, they focus on enriching their vocabulary about physical appearance and personality. Figures related to the *Let's Get Started* menu are presented as follows.



Figure 35. Activity 1 of Unit 2



Figure 36. Activity 2 of Unit 2

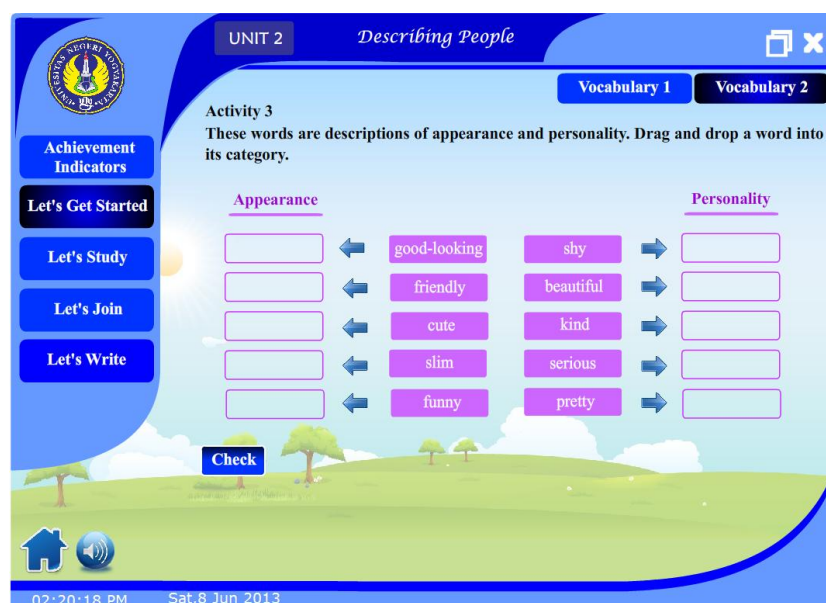


Figure 37. Activity 3 of Unit 2

c) Let's Study

The *Let's Study* menu in Unit 2 also contains three submenus: *Model Text*, *Text Type* and *Language Focus*. The descriptions of each submenu are presented as follows.

a. Model Text

When the students click on the *Let's Study* button, they will directly go to the *Model Text* page. This page provides an example of descriptive texts about a family. They have to point the words in blue to see more explanations and answer the following questions. Here is the appearance of the *Activity 4* in the *Model Text* of *Unit 2*.

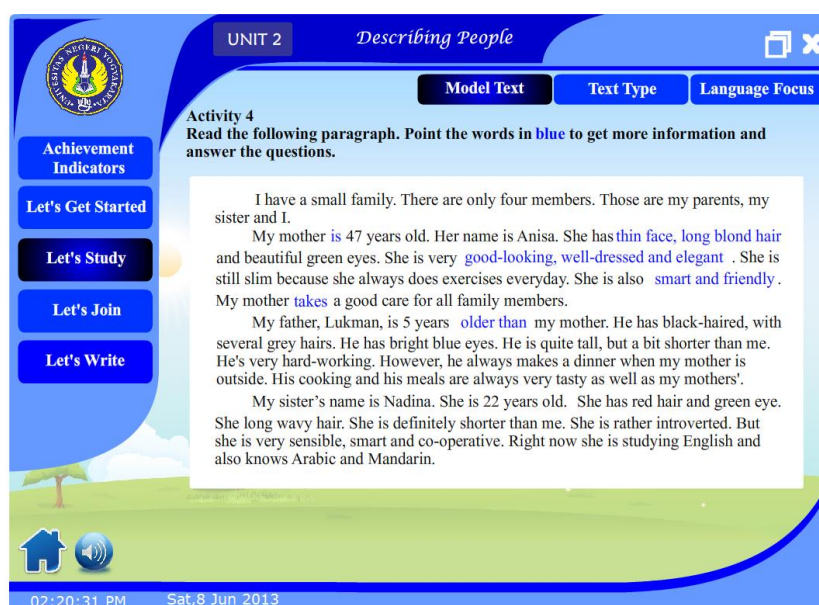


Figure 38. Model Text Page of Unit 2

b. Text Type

In the first page of *Text Type* submenu, the students will find similar explanations about the communicative purpose and generic structure of descriptive texts. However, it focuses on describing people. They also have to click the *next* button to do the exercise in *Activity 5*. They are asked to identify the generic structure of a descriptive text. The figures related to this submenu are presented as follows.



Figure 39. Text Type Page of Unit 2

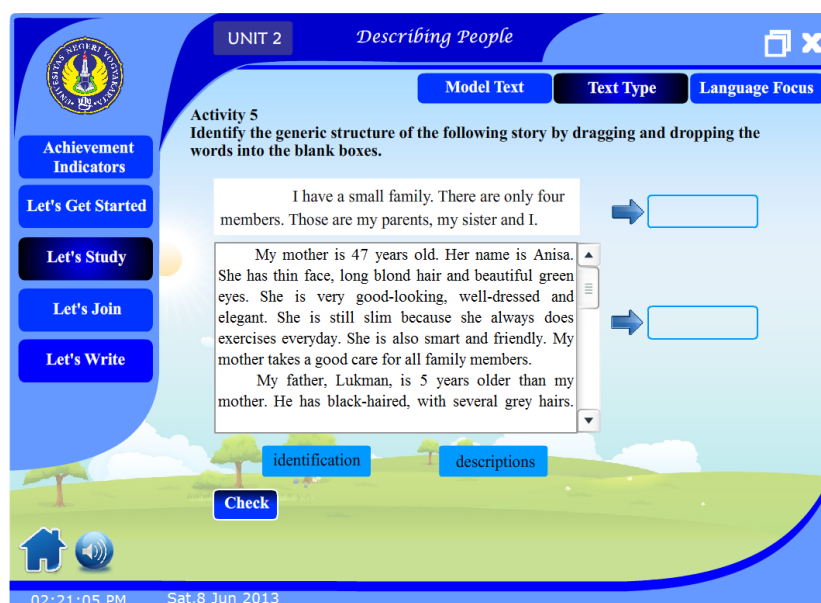


Figure 40. Activity 5 in Text Type Page of Unit 2

c. Language Focus

The *Language Focus* button in *Unit 2* consists of two submenus: *Adjectives* and *Degree of Comparison*. Each submenu is described as follows.

- Adjectives

The first page of the *Adjectives* contains an explanation about the pattern of adjectives. The second page contains an explanation about the order of adjectives. The students have to point the words in blue to see the examples of determiner and adjectives to describe people's appearance and personality. In the next page, they will find the examples of describing parts of body. Then they have to click one of the parts of body and they need to point the pictures to see the descriptions. Figures related to the *Adjectives* submenu can be seen as follows.



Figure 41. Adjectives Page in Language Focus of Unit 2

UNIT 2 *Describing People*

Model Text Text Type **Language Focus**

Order of Adjectives

Point the words in blue to see more information.

Determiner (D)	+	Adjectives	+	Noun
possessives		opinion or judgment		boy
demonstratives	small, short, big, tall	size		girl
interrogatives		shape		woman
indefinites		age		man
definite articles		color		
indefinite articles		nationality		
numerical				

e.g. a fat man
D 2 N

Click to continue

02:21:57 PM Sat, 8 Jun 2013

Figure 42. Second Page of Adjectives in Language Focus of Unit 2

UNIT 2 *Describing People*

Model Text Text Type **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

a fat man

02:22:15 PM Sat, 8 Jun 2013

Figure 43. Weight Page of Adjectives in Language Focus of Unit 2



Figure 44. Height Page of Adjectives in Language Focus of Unit 2



Figure 45. Face Page of Adjectives in Language Focus of Unit 2



Figure 46. Hair Page of Adjectives in Language Focus of Unit 2



Figure 47. Nose Page of Adjectives in Language Focus of Unit 2



Figure 48. Lips Page of Adjectives in Language Focus of Unit 2



Figure 49. Eyes Page of Adjectives in Language Focus of Unit 2

After the students read the explanations, they have to do the exercises. There are two exercises in the next page: *Activity 7* and *Activity 8*. The aims and types of those activities are the same as in Unit 1. The explanations of those exercises are described as follow.

- Activity 6

The *Activity 6* is an activity in which the students put adjectives into the right order by dragging and dropping. The appearance of the *Activity 6* can be seen in Figure 50.



Figure 50. Activity 6 in Adjectives in Language Focus of Unit 2

- Activity 7

Figure 51 below shows the appearance of the *Activity 7*. In this page, the students are asked to rearrange jumbled words to make good sentences.

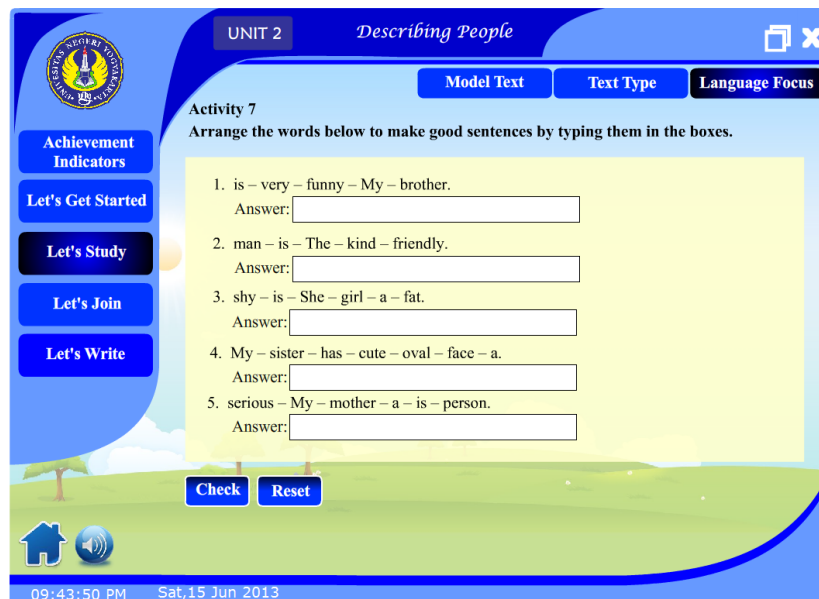


Figure 51. Activity 7 in Adjectives in Language Focus of Unit 2

- Comparative Degree of Comparison

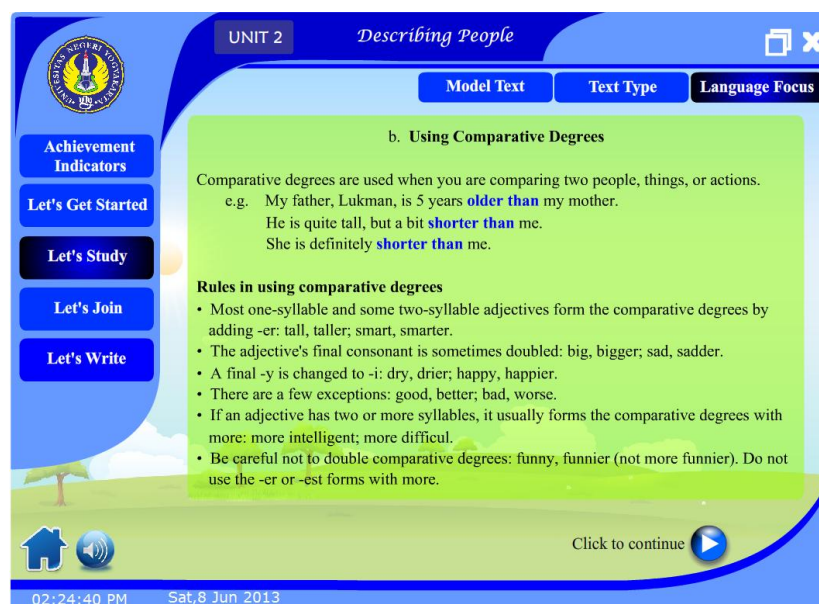


Figure 52. Comparative Degrees Page in Language Focus of Unit 2

Figure 52 above shows the appearance of the first page of the *Comparative Degrees* submenu. This page presents the examples of comparative degrees and

the rules in using comparative degrees. There are two exercises in the next pages. Those exercises are described as follows.

- Activity 8

In *Activity 8*, the students are asked to complete sentences based on the pictures using the appropriate comparative degrees by dragging and dropping. The *Activity 8* page can be seen in Figure 53.

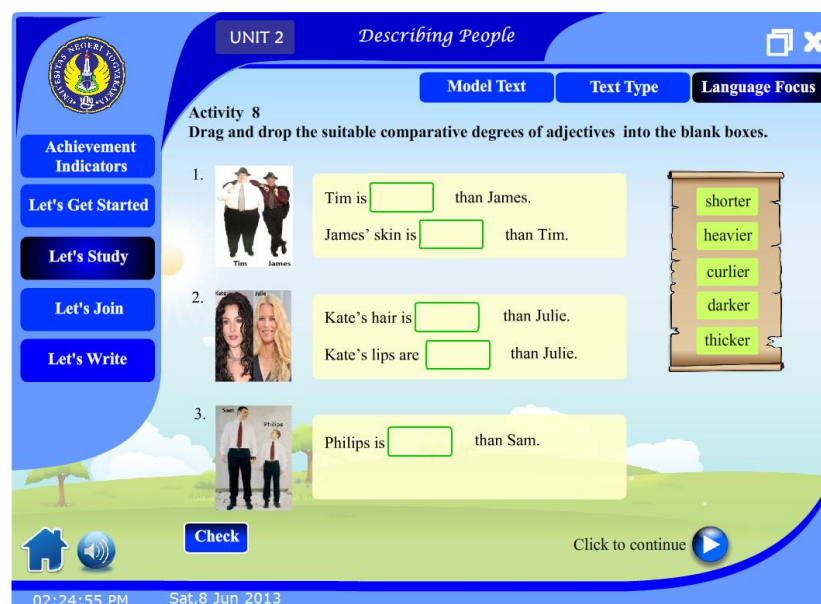


Figure 53. Activity 8 in Comparative Degree Page in
Language Focus of Unit 2

- Activity 9

Figure 54 below illustrates the *Activity 9* page. The *Activity 9* is an activity in which the students choose the right forms of comparative degrees by clicking the right answers.

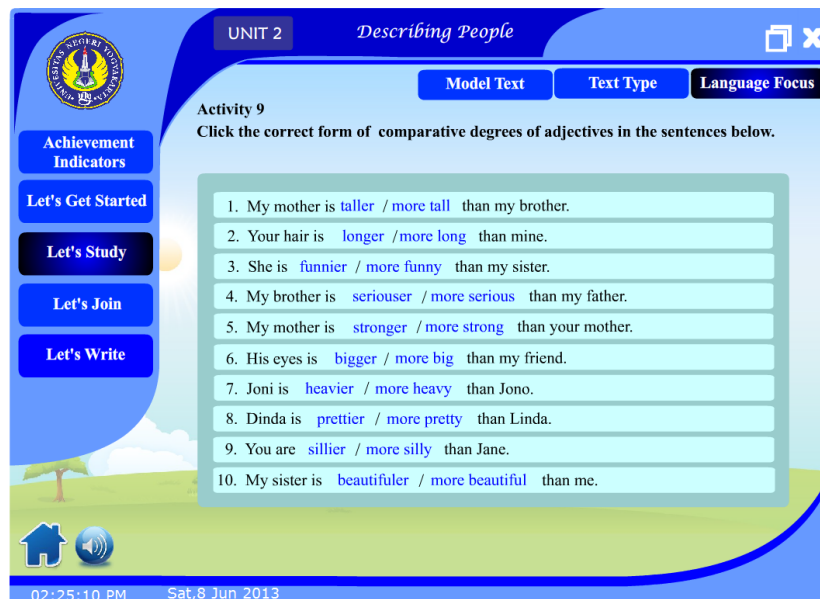


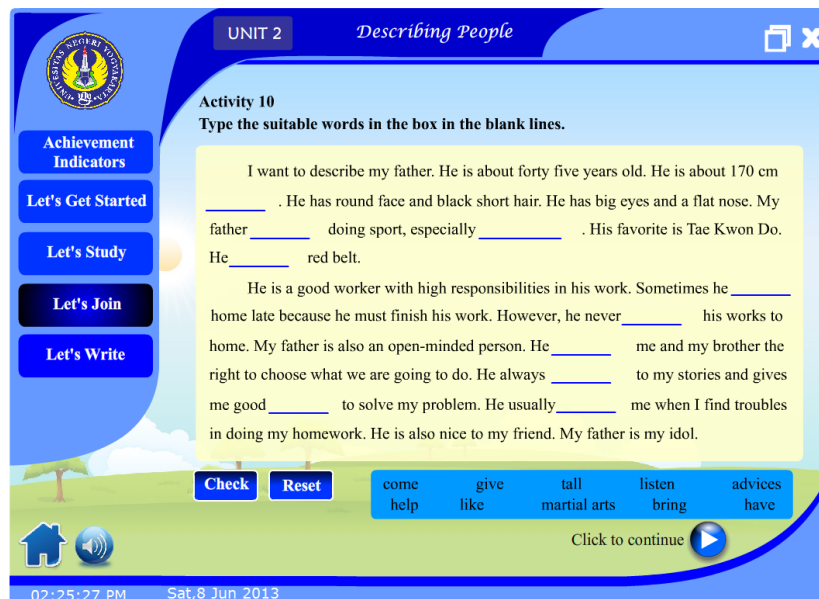
Figure 54. Activity 9 in Comparative Degree Page in
Language Focus of Unit 2

d) Let's Join

There are three activities in this section. The explanation of each activity is as follows.

- Activity 10

Activity 10 is a *fill in the blank exercise*. The students type the suitable verbs from the box in the blank lines. Figure 55 illustrates the *Activity 10* page.



The screenshot shows the 'Describing People' unit interface. On the left is a sidebar with buttons: 'Achievement Indicators', 'Let's Get Started', 'Let's Study', 'Let's Join', and 'Let's Write'. The main area is titled 'Activity 10' with the instruction 'Type the suitable words in the box in the blank lines.' Below this is a text box with two paragraphs describing a father. The first paragraph has five blanks, and the second has six. At the bottom, there are 'Check' and 'Reset' buttons, a word bank containing 'come', 'help', 'give', 'like', 'tall', 'martial arts', 'listen', 'bring', 'advices', and 'have', and a 'Click to continue' button with a play icon. The status bar at the bottom shows the time '02:25:27 PM' and date 'Sat, 8 Jun 2013'.

Activity 10
Type the suitable words in the box in the blank lines.

I want to describe my father. He is about forty five years old. He is about 170 cm _____. He has round face and black short hair. He has big eyes and a flat nose. My father _____ doing sport, especially _____. His favorite is Tae Kwon Do. He _____ red belt.

He is a good worker with high responsibilities in his work. Sometimes he _____ home late because he must finish his work. However, he never _____ his works to home. My father is also an open-minded person. He _____ me and my brother the right to choose what we are going to do. He always _____ to my stories and gives me good _____ to solve my problem. He usually _____ me when I find troubles in doing my homework. He is also nice to my friend. My father is my idol.

Check **Reset** come give tall listen advices
help like martial arts bring have

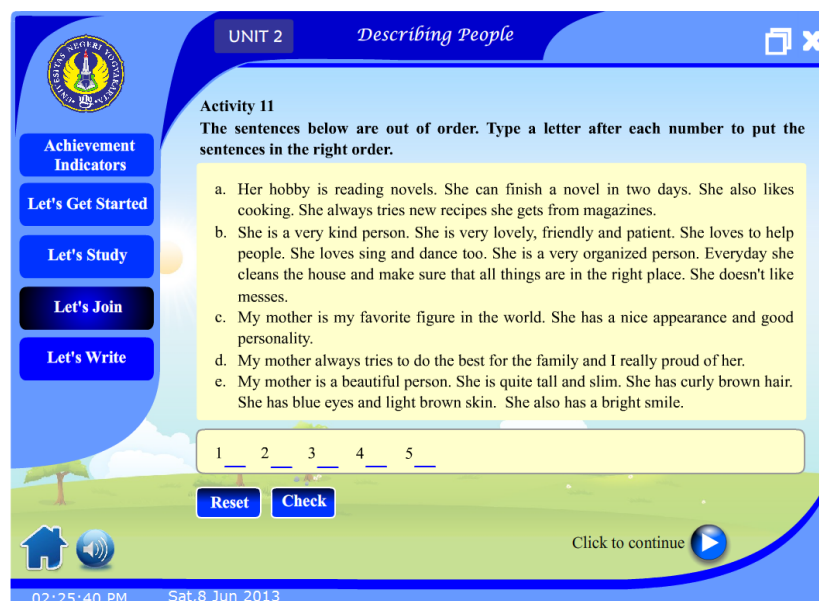
Click to continue

02:25:27 PM Sat, 8 Jun 2013

Figure 55. Activity 10 of Unit 2

- Activity 11

The next activity is rearranging jumbled sentences to make a good paragraph. The students have to type the letter after each number. The appearance of the *Activity 11* is presented as follows.



The screenshot shows the 'Describing People' unit interface for Activity 11. The sidebar is the same as in Figure 55. The main area is titled 'Activity 11' with the instruction 'The sentences below are out of order. Type a letter after each number to put the sentences in the right order.' Below this is a list of five jumbled sentences labeled a through e. At the bottom, there is a row of five numbered blanks (1 to 5) for the student to type the correct letter. There are 'Reset' and 'Check' buttons, and a 'Click to continue' button with a play icon. The status bar at the bottom shows the time '02:25:40 PM' and date 'Sat, 8 Jun 2013'.

Activity 11
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

- Her hobby is reading novels. She can finish a novel in two days. She also likes cooking. She always tries new recipes she gets from magazines.
- She is a very kind person. She is very lovely, friendly and patient. She loves to help people. She loves sing and dance too. She is a very organized person. Everyday she cleans the house and make sure that all things are in the right place. She doesn't like messes.
- My mother is my favorite figure in the world. She has a nice appearance and good personality.
- My mother always tries to do the best for the family and I really proud of her.
- My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes and light brown skin. She also has a bright smile.

1 _ 2 _ 3 _ 4 _ 5 _

Reset **Check**

Click to continue

02:25:40 PM Sat, 8 Jun 2013

Figure 56. Activity 11 of Unit 2

- Activity 12



Figure 57. Activity 12 of Unit 2

Figure 54 shows that in the *Activity 13*, the students are asked to complete a paragraph using appropriate adjectives and comparative degrees. The aim of this activity is to check their understanding in using what they have learnt in the previous section.

e) Let's Write

This section consists of three activities. The detailed information of each activity is described as follows.

- Activity 13

In this activity, the students are asked to write a description of a family based on the provided clues. They have to click the name and point the picture of each family member to see the clues. An example is given to help them understand the instruction. Figures related to the *Activity 13* are presented as follows.

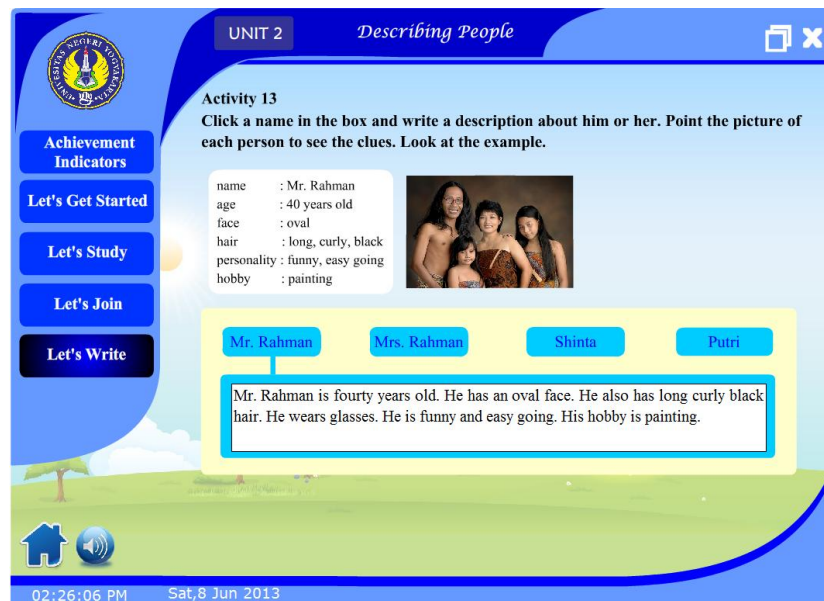


Figure 58. Activity 13 of Unit 2



Figure 59. Activity 13 of Unit 2

- Activity 14

Figure 60 shows that the students are given an instruction to write a descriptive text about the physical appearance of people shown in the picture.



Figure 60. Activity 14 of Unit 2

- Activity 15

Activity 15 is a free writing activity. Figure 61 shows that the students are asked to choose a topic and write a descriptive text in their text book.

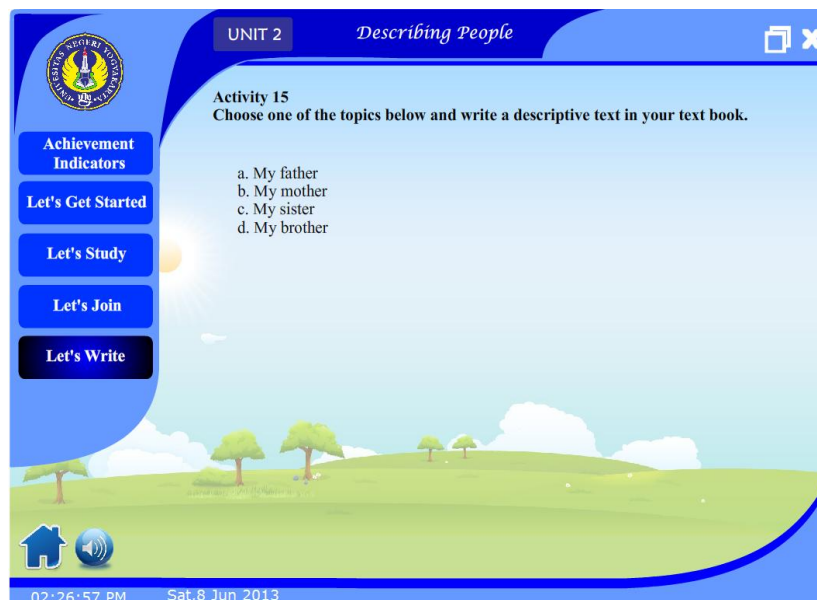


Figure 61. Activity 14 of Unit 2

3) Unit 3 – Describing Jobs



Figure 62. Menu Page of Unit 3

Figure 62 above shows the appearance of the *Main* page of Unit 3. This unit has the same menus as Unit 1 and Unit 2 but each menu has different content. The sequence of activities in Unit 3 focuses on describing jobs. The description of each menu is as follows.

a) Achievement Indicators

In this page the students will find the learning objectives of Unit 3. There are two learning objectives that are expected to be achieved in the end of the lesson. Figure 63 illustrates the *Achievement Indicator* page.



Figure 63. Achievement Indicators Page of Unit 3

b) Let's Get Started



Figure 64. Activity 1 of Unit 3

The activities in this section are also similar to Unit 1 and Unit 2. First, the students look at a picture and answer question orally (*see Figure 64*). In the next activity, they enrich their vocabulary by doing two *matching activities*. The first

matching activity is an activity in which they match pictures with the profession while the second matching activity is an activity in which they match professions with the workplaces. The appearance of those activities are presented as follows.

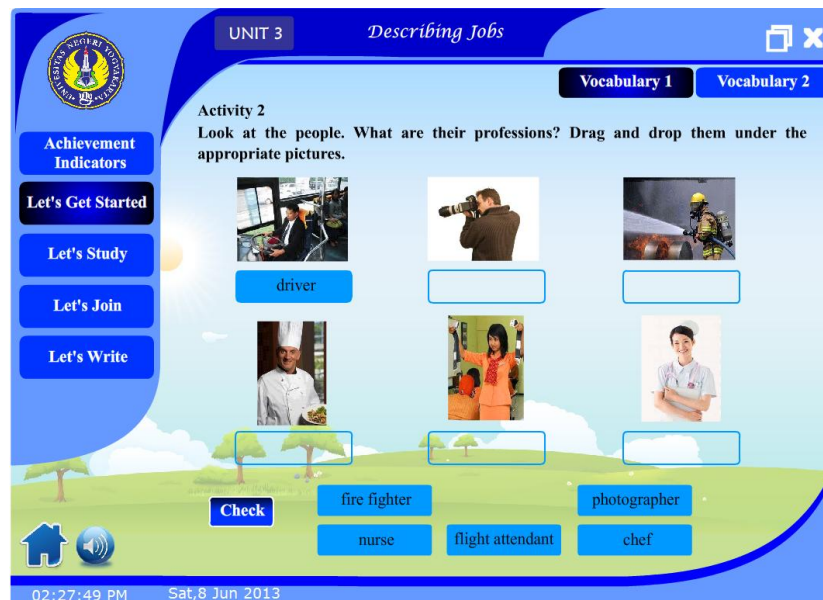


Figure 65. Activity 2 of Unit 3



Figure 66. Activity 3 of Unit 3

c) Let's Study

The submenus in Let's Study are the same with Unit 1 and Unit 2. The descriptions of each submenu are presented as follows.

a. Model Text

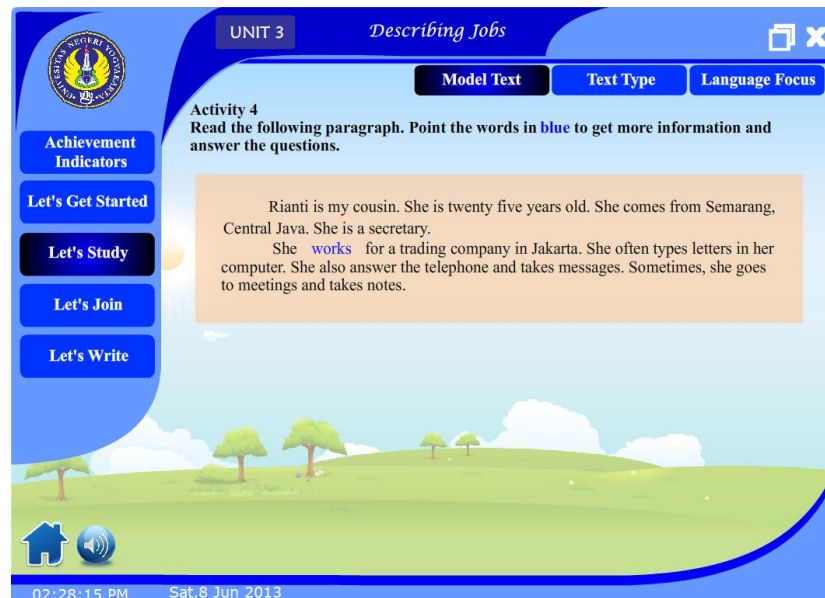


Figure 67. Activity 4 of Unit 3

Figure 67 above shows the appearance of the *Model Text* page. In this page, the students are presented an example of descriptive texts about someone's job. They also have to point the word in blue to get more information related to the word.

b. Text Type

The *Text Type* page presents an explanation about descriptive texts but it focuses on describing job. Here is the *Text Type* page.

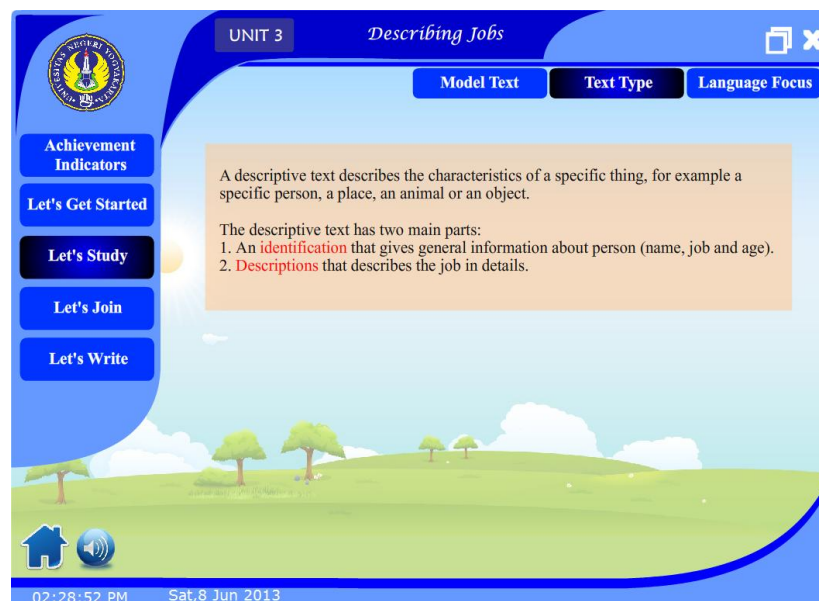


Figure 68. Text Type Page of Unit 3

c. Language Focus

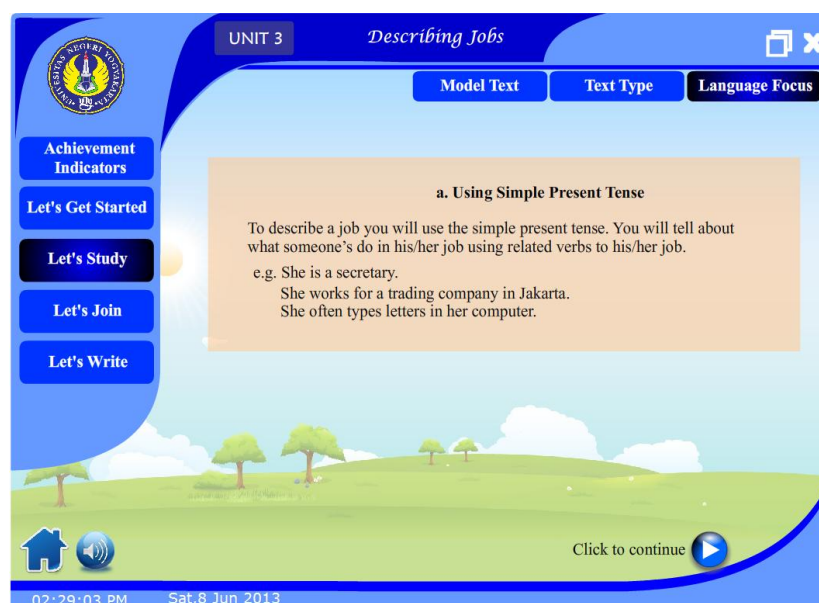


Figure 69. Language Focus Page of Unit 3

The *Language Focus* page in Unit 3 only consists of one menu (see Figure 69). The students will find an explanation about the use of the simple present

tense in descriptive texts. There are two exercises in the next pages. Those exercises are described as follows.

a. Activity 5

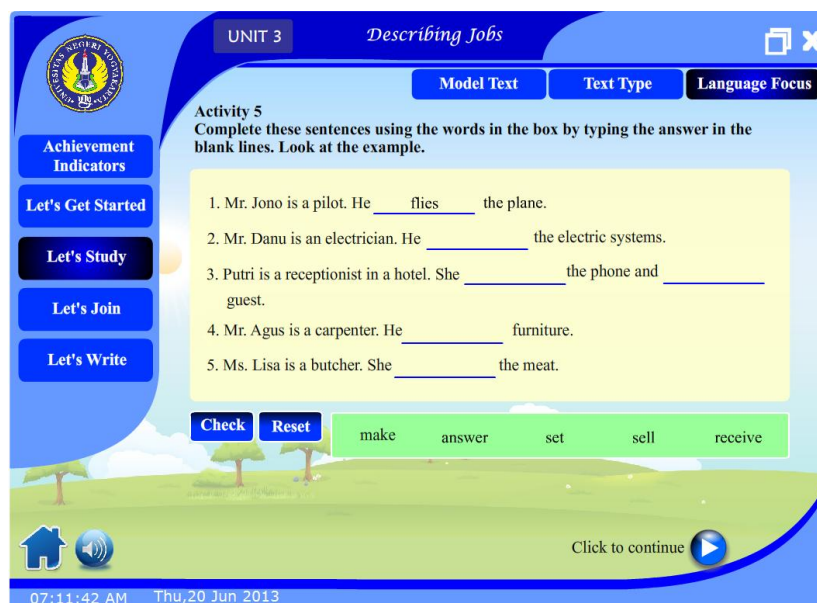


Figure 70. Activity 5 of Unit 3

Figure 70 above shows the appearance of the *Activity 5*. This is an activity which is focus on using the simple present tense in the sentence level. The students complete sentences using provided words.

b. Activity 6

The *Activity 6* is similar to *Activity 5* but it focuses on using the simple present tense in the paragraph level. The *Activity 6* can be seen as follows.

UNIT 3 Describing Jobs

Activity 6
Type the suitable verbs from the box in the blank lines.

Lidia is a nurse. She _____ in a hospital in Surabaya. She always _____ her nurse's uniform. She _____ the doctors and _____ the patients. She _____ the patients the medicine and often _____ to them and _____ to their problem. Sometimes, she _____ to the patients' families. She really loves her job.

Check **Reset**

work help look after give talk
listen wear talk

07:12:49 AM Thu, 20 Jun 2013

Figure 71. Activity 6 of Unit 3

d) Let's Join

Let's Join Menu consist of three activities. Each activity is described as follows.

- Activity 7

UNIT 3 Describing Jobs

Activity 7
Type the suitable words from the box in the blank lines.

My Neighbor is a Clown

Mr. Brown is my _____ neighbor. He _____ a clown. Mr. Brown works in a _____. His job is to _____ people, especially children. He makes people _____. Mr. Brown wears a very unique and colorful _____. He also _____ a colorful wig. He also _____ his face. He puts a small _____ on his nose. Mr. Brown _____ his profession. He is very funny and kind. Everyone loves him very much.

Check **Reset**

paint wear amuse carnival balloon
enjoy laugh be new costume

Click to continue

02:30:06 PM Sat, 8 Jun 2013

Figure 72. Activity 7 of Unit 3

Figure 72 above shows that in the *Activity 7*, the students are asked to complete a paragraph using provided words in the box by typing the answers in the blank lines.

- Activity 8

In *Activity 8*, the students rearrange jumbled sentences to make a good paragraph. They have to write a letter after each number. The *Activity 8* page can be seen in Figure 73.

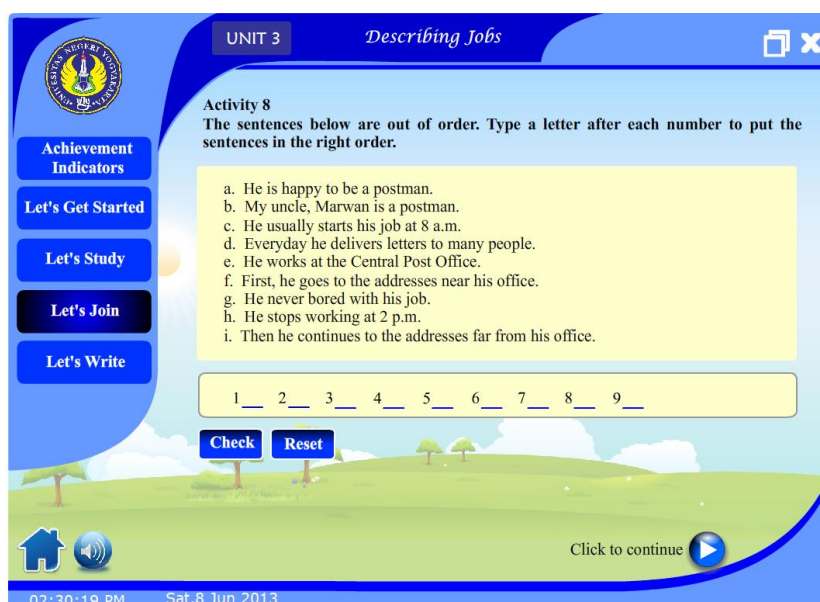


Figure 73. Activity 8 of Unit 3

- Activity 9

Activity 9 is a guided writing activity. The students are asked to write a descriptive text in the blank box based on the provided mind mapping. The mind mapping can be seen by pointing the picture. The *Activity 9* is presented as follows.



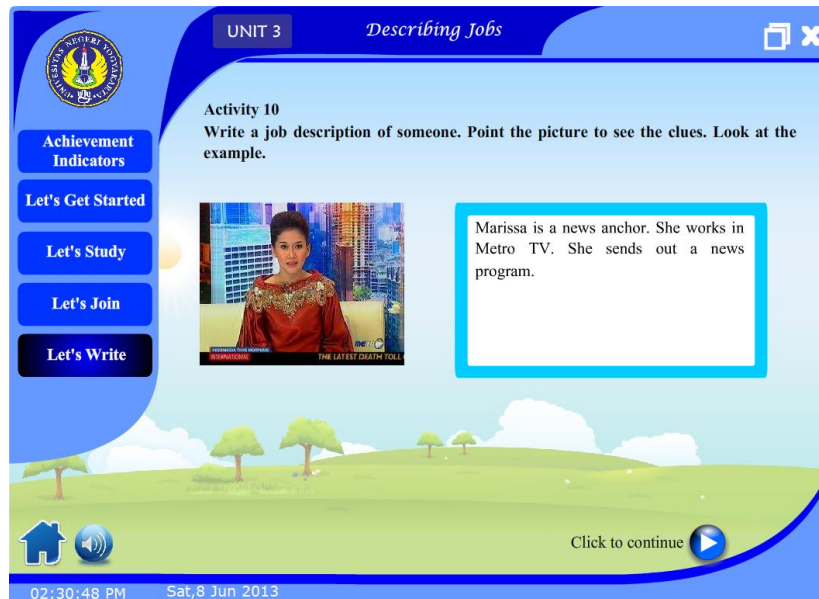
Figure 74. Activity 9 of Unit 3

e) Let's Write

There are also three activities in this section. The descriptions of those activities are presented below.

- Activity 10

In *Activity 10*, the students write descriptive texts about jobs based on the provided clues. They have to point the picture to see the clues. Then they have to write a description in the provided box. There is also an example in the first page of the *Activity 10*. Figures related to the *Activity 10* are presented as follows.



UNIT 3 *Describing Jobs*

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.

Marissa is a news anchor. She works in Metro TV. She sends out a news program.

Click to continue

02:30:48 PM Sat, 8 Jun 2013

Figure 75. Activity 10 of Unit 3



UNIT 3 *Describing Jobs*

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.

Check Reset

Click to continue

02:31:01 PM Sat, 8 Jun 2013

Figure 76. Activity 10 of Unit 3

UNIT 3 *Describing Jobs*

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.

Check Reset

Click to continue

09:55:13 PM Fri, 12 Jul 2013

Figure 77. Activity 10 of Unit 3

UNIT 3 *Describing Jobs*

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.

Check Reset

Click to continue

09:55:27 PM Fri, 12 Jul 2013

Figure 78. Activity 10 of Unit 3

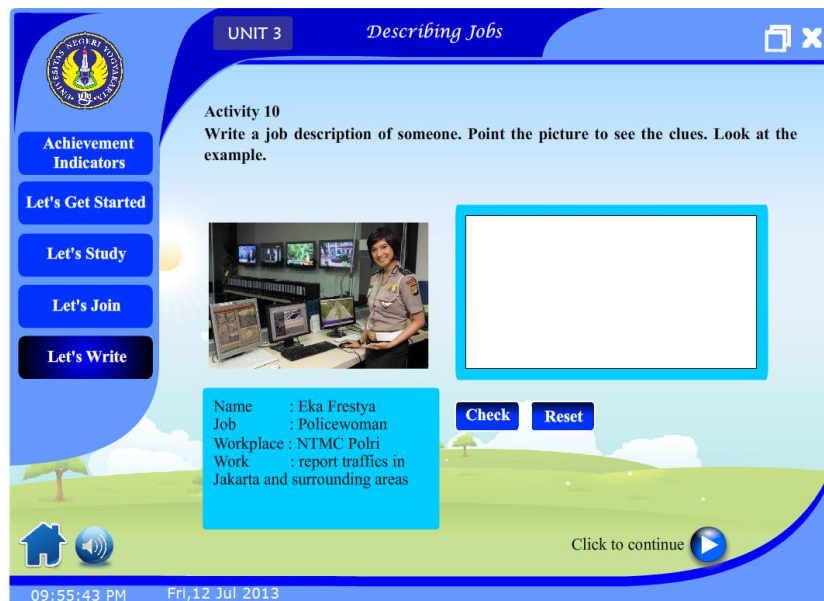


Figure 79. Activity 10 of Unit 3



Figure 80. Activity 10 of Unit 3

- Activity 11

Activity 11 is a semi-guided writing activity. The students are asked to write a descriptive text based on a video. The words used in the video are also

presented to help them understand the content of the video. The *Activity 11* can be seen in Figure 81.

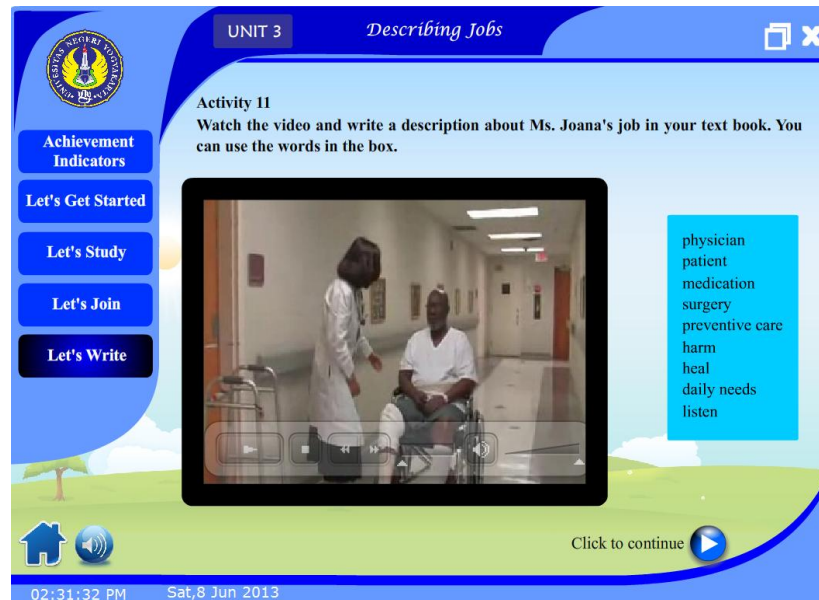


Figure 81. Activity 11 of Unit 3

- Activity 12

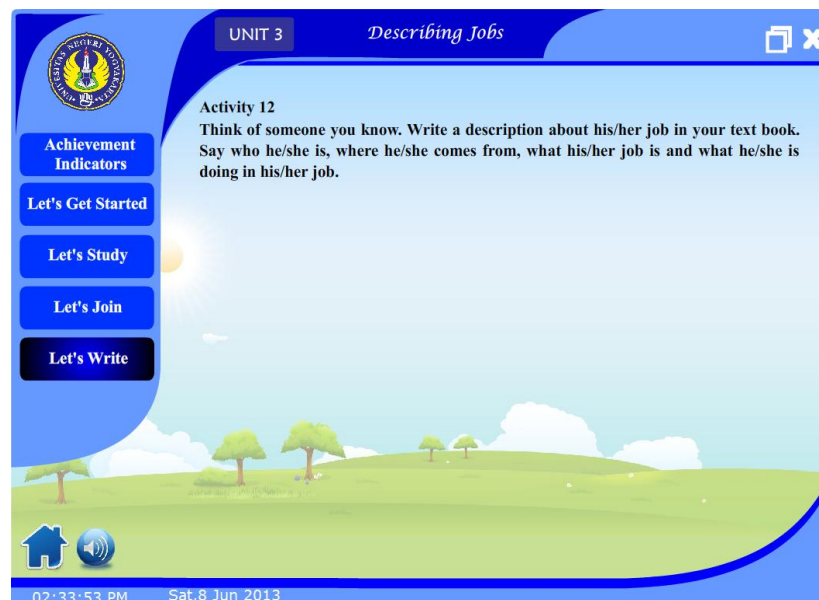


Figure 82: Activity 12 of Unit 3

Figure 82 above shows the appearance of the *Activity 12*. It is a free writing activity. The students are asked to write a descriptive text about a job of someone they know in their text book.

4. Interactive Multimedia Evaluation

1) Expert Evaluation

a. Expert Evaluation by the Material Expert

The material evaluation of the interactive multimedia was carried out by a material expert, Mrs. Siti Mahripah, M.App.Ling. She is a lecturer in English Language Education Department, Yogyakarta State University. Her duty was to validate the material and to give comments, suggestions and feedback in order to improve the content and instructional quality of the materials in the interactive multimedia being developed. Table 5 below presents the results of the evaluation by the material expert.

Table 6. The Suggestions or Feedback of the Material Evaluation in the Aspect of Content and Instructional Quality

No.	Aspects	Suggestions or Feedback
1.	<i>Start page</i>	Add the examples of descriptive text in the background to engage the students more and remove the name of the developer and the students' number.
2.	Screen Design	Remove the logo of the university.
3.	Grammar, Capitalizations and Spellings	Correct the grammatical mistakes, incorrect capitalization and spelling.
4.	Instructions	Make some instructions clearer in order to make the students understand those instructions easily.
5.	Activities	Add <i>identifying mistakes activity</i> in Activity 14 of Unit 1 before the students rewrite the correct paragraph.

Continued

6.	Pictures	Change the picture in Activity 13 to make it more appropriate for junior high school level.
7.	Sources	Add sources for pictures and texts.

b. Expert Evaluation by the Media Expert

The media expert of the interactive multimedia was carried out by the media expert, Mr. Safetyo Pambudi, S.Pd. He graduated from Electronics Technology Education Department, Faculty of Engineering, Yogyakarta State University and he is a teacher in SMA N 5 Purworejo. His duty was to validate the media and to give comments, suggestions and feedback in order to improve the technical and programming quality of the interactive multimedia being developed. The results of the evaluation by media expert are presented in Table 6 below.

Table 7. The Suggestions or Feedback of the Material Evaluation in the Aspect of Technical and Programming Quality

No.	Aspects	Suggestions or Feedback
1.	User Guides	Remove the explanations about the function of maximize and minimize button and exit button.
2.	Drag and drop activities	Make the activities tidier because there must be a button that always appeared in the next page after completing doing the drag and drop activities.
3.	Video	The video can't be played. It is better to place the program and the video in one folder.

2) Product Revision by Using the Feedback

The result of the evaluation carried out by the material and media expert were used to revise the first draft of the interactive multimedia. The revision was called the second draft. There were some suggestions to make the material in the second draft better than the first draft. The suggestions and revisions of the content and instructional aspects are presented in the Table 7 below.

Table 8. The Suggestions and Revisions on the Content and Instructional Aspect

No.	Suggestions	Revisions
1.	Add the examples of descriptive text in the background to engage the students more and remove the name of the developer and the students' number.	The opening background is changed and the name of the developer and the students' number are removed.
2.	Remove the logo of the university.	The logo of the university is removed.
3.	Correct the grammatical mistakes, incorrect capitalization and spelling.	Grammatical mistakes, incorrect capitalization and spelling are corrected.
4.	Make some instructions clearer in order make the students understand those instruction easily.	Those instructions are changed.
5.	Add <i>identifying mistakes activity</i> in Activity 14 of Unit 1 before the students rewrite the correct paragraph.	The <i>identifying mistakes exercise</i> is added.
6.	Change the picture in Activity 13 to make it more appropriate for junior high school students level	The picture is changed.
7.	Add the sources for pictures and texts	The sources for pictures and texts are added.

Besides, there were also some revisions on the media based on the suggestion from the media expert. Table 8 below presents the suggestions and revisions of technical and programming aspects.

Table 9. The Suggestions and Revisions on the Technical and Programming Aspect

No.	Suggestions	Revisions
1.	Remove the explanations about the function of maximize and minimize button and exit button.	The explanations of those buttons are removed.
2.	There must be a button that always appeared in the next page after completing doing the drag and drop activities.	The action scripts of drag and drop activities are changed.
3.	The video can't be played. It is better to put the program and the video in one folder.	Put the program and the video in one folder so the video can be played.

The first draft of the interactive multimedia was revised using feedback and suggestions obtained from the material expert and the media expert above. The revised multimedia was called the second draft. It is used as the final product. The detailed descriptions of the second draft of the interactive multimedia are presented as follows.

a) Start Page

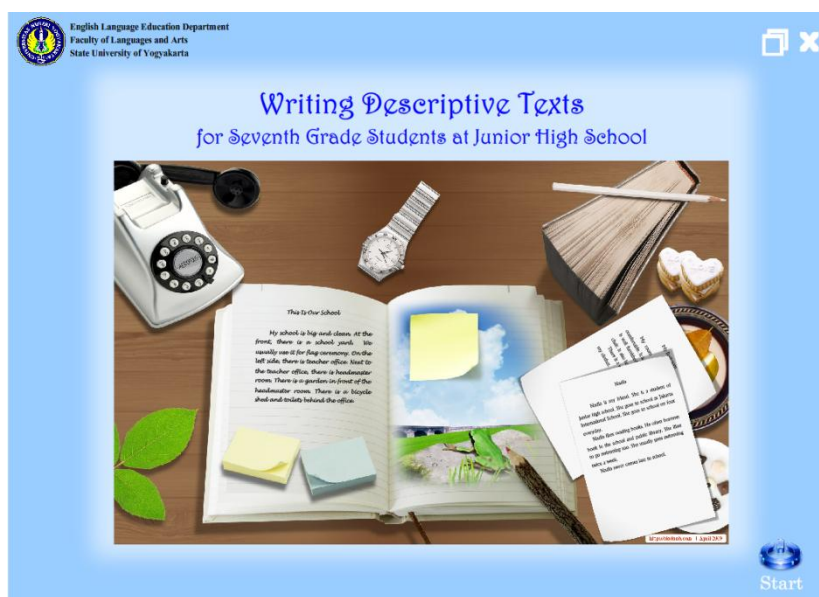


Figure 1. Start Page

The background of this page is changed based on the suggestions from the material expert. The name of the developer and the students' number are removed.

b) Home Page



Figure 2. Home Page

The content of the *Home* page is the same as in the first draft. The only revision on this page is the existing of the logo of the Yogyakarta State University in the screen design. The logo is removed based on the suggestion of the material expert. The same case also exists in the *User Guide* page, *About the Program* page and *Topics* page. Each menu in the *Home* page is described as follows.

1) User Guide

This page was revised by removing the explanation about the function of the *maximize/minimize* buttons and the *exit* button based on the suggestion of the media expert. The appearance of the *User Guide* page is presented in Figure 3.



Figure 3. User Guide Page

2) About the Program

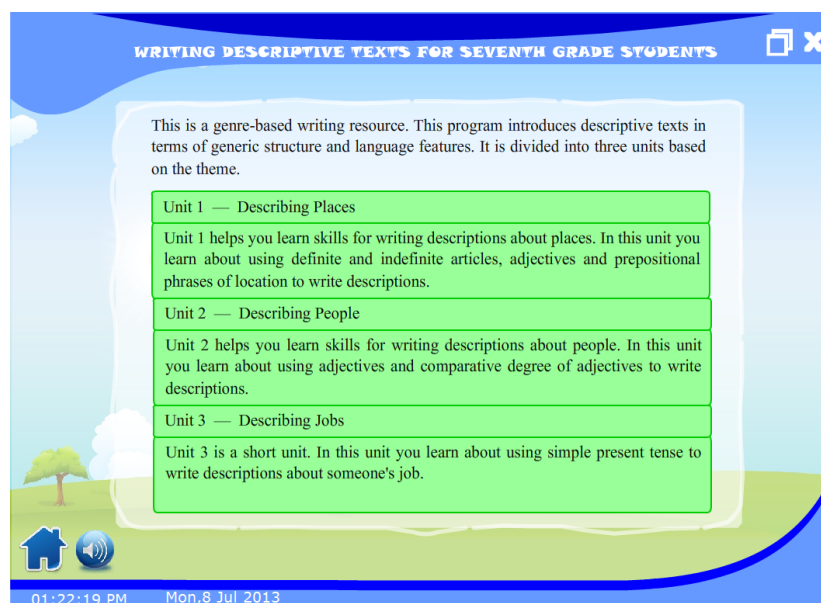


Figure 4. About the Program Page

There is no revision in term of its content of this page but it is corrected grammatically.

3) Topics



Figure 5. Topics Page

There is also no revision in this page in terms of its content. The screen design is the same as in the previous pages.

4) About the Author



Figure 6. About the Author Page

Figure 6 above shows the appearance of the *About the Author* page. There is no revision in this page.

5) References



Figure 7. References Page

There is one reference used in developing the multimedia that is added in this page.

c) Menu Page

The *Topics* page of the second draft also consists of three units. The detailed information of the *Menu* page of each unit is presented below.

1) Unit 1 - Describing Places

This page is revised by removing the logo of the Yogyakarta State University. It is changed into buttons to go the *Unit 1*, *Unit 2* and *Unit 3*. The same screen design is also used in all next pages.

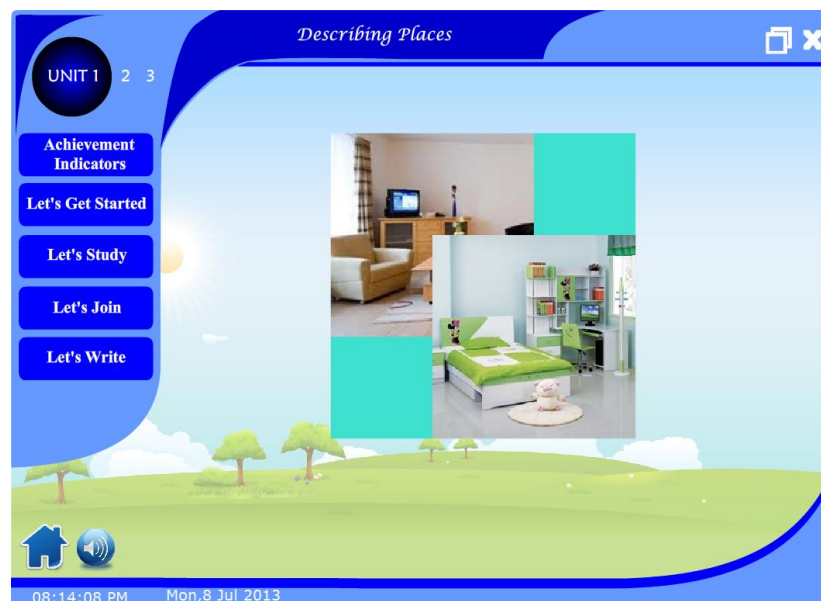


Figure 8. Menu Page of Unit 1

The descriptions of each menu in Unit 1 can be seen as follows.

a) Achievement Indicators



Figure 9. Achievement Indicators Page of Unit 1

There is no revision in this page. The content is the same as in the first draft.

b) Let's Get Started

There are some revisions in the *Let's Get Started* page. The content of the *Activity 1* is the same as in the first draft, but the picture source is added below the picture. The *drag and drop activity* in the *Vocabulary 1* is revised in terms of its action script because in the previous draft, a button always appears in the next pages after the students complete the activity. The feedback on this activity is also different. They get the feedback directly whether it is correct or not when they drop the answer in the blank box. The picture sources in the *Vocabulary 1* are also added. Besides, there is no revision in the *Vocabulary 2* page in terms of activity but the video and picture sources are added. Figures related to the *Let's Get Started* menu are presented below.



Figure 10. Activity 1 of Unit 1



Figure 11. Activity 2 of Unit 1

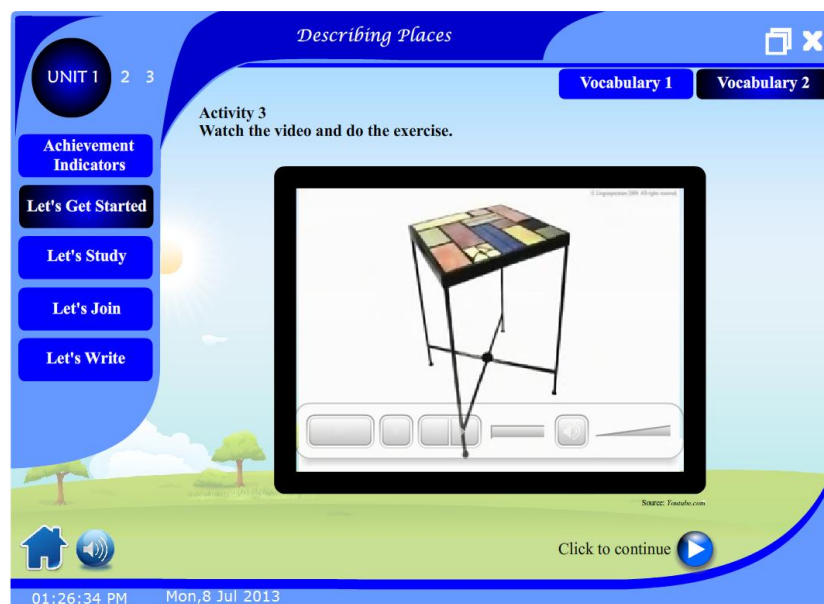


Figure 12. Activity 3 of Unit 1

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Vocabulary 1 Vocabulary 2

Click the right order of the furniture based on the numbers in the pictures.

a.

b.

a night table, a blanket, a wardrobe, a bed cover and a study table

a night table, a wardrobe, a blanket, a bed cover and a study table

a study table, a blanket, a wardrobe, a bed cover and a night table

a study table, a bed cover, a blanket, a night table and a wardrobe,

a picture, a sofa, a lamp, a table and a vase

a picture, a lamp, a table, a vase, and a sofa

a picture, a lamp, a sofa, a vase and a table

a picture, a lamp, a vase, a table and a sofa

01:27:19 PM Mon, 8 Jul 2013

Figure 13. Activity 3 of Unit 1

c) Let's Study

The *Let's Study* button contains three submenus. *Model Text*, *Text Type* and *Language Focus*. The descriptions of each submenu are presented as follows.

a. Model Text

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text Text Type Language Focus

Activity 4

Read the following paragraph. Point the words in blue to get more information and answer the questions.

This is My School

My school, State Junior High School 8 of Yogyakarta is on 20 Jl. Diponegoro in the centre of the city.

It is big and clean. At the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is a teacher room. Next to the teacher There isa headmaster room. There is a garden in front of the headmaster room. There are also a bicycle shed and toilets behind the office. The classrooms are on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it. The computer room is behind the library. I really love my school.

Adapted from www.sekolahoke.com

01:35:20 PM Mon, 8 Jul 2013

Figure 14. Activity 4 in Model Text Page of Unit 1

This page is revised by adding the text source.

b. Text Type

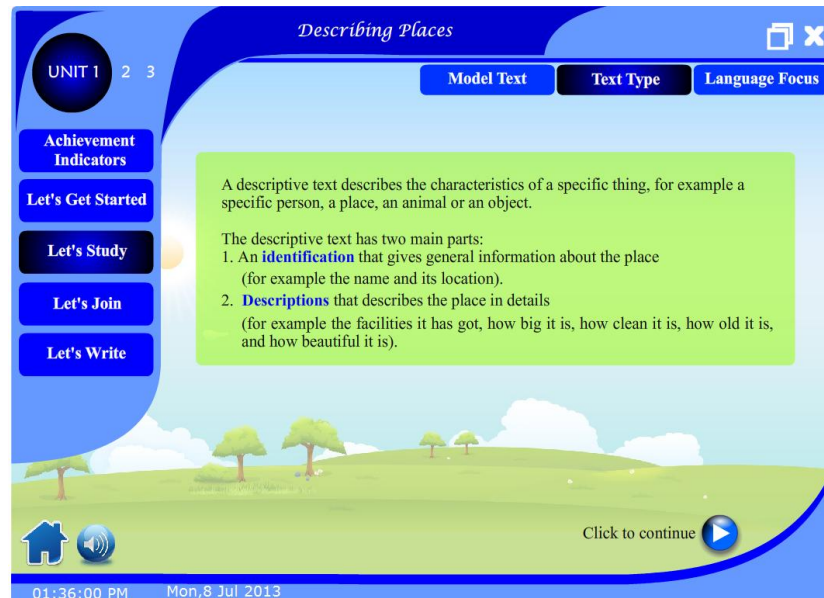


Figure 15. Text Type Page of Unit 1

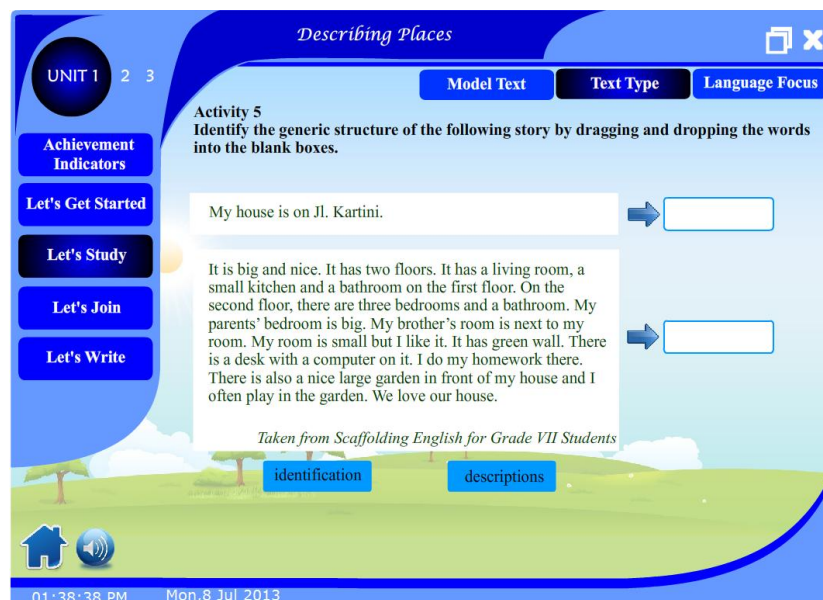


Figure 16. Activity 5 in Text Type Page of Unit 1

There is no revision in the first page of the *Text Type* page. The revision is on the *drag and drop activity* in the next page. It is revised as the same as in the *Vocabulary 1*. The text source is also added.

c. Language Focus

There are three submenus in the Language Focus. *Definite and Indefinite Articles*, *Adjectives* and *Prepositional Phrases*. Each submenu is presented as follows.

- Definite and Indefinite Articles

The content of this page is the same as in the first draft but it is corrected grammatically. The important information is written in different colors. The text source in the *Activity 6* is also added. The following figures show the appearance of the *Definite and Indefinite Articles* page.

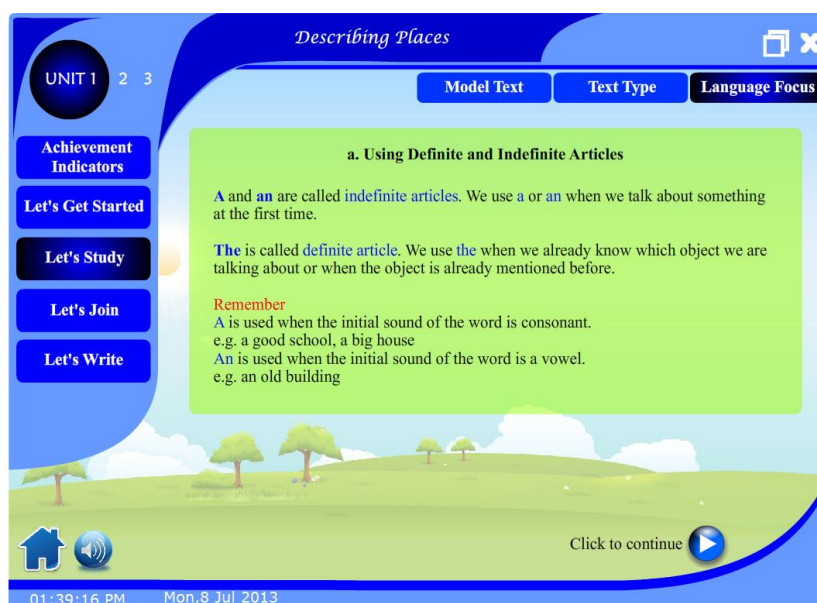


Figure 17. Definite and Indefinite Page in Language Focus of Unit 1



Figure 18. Activity 6 of Unit 1

- Adjectives

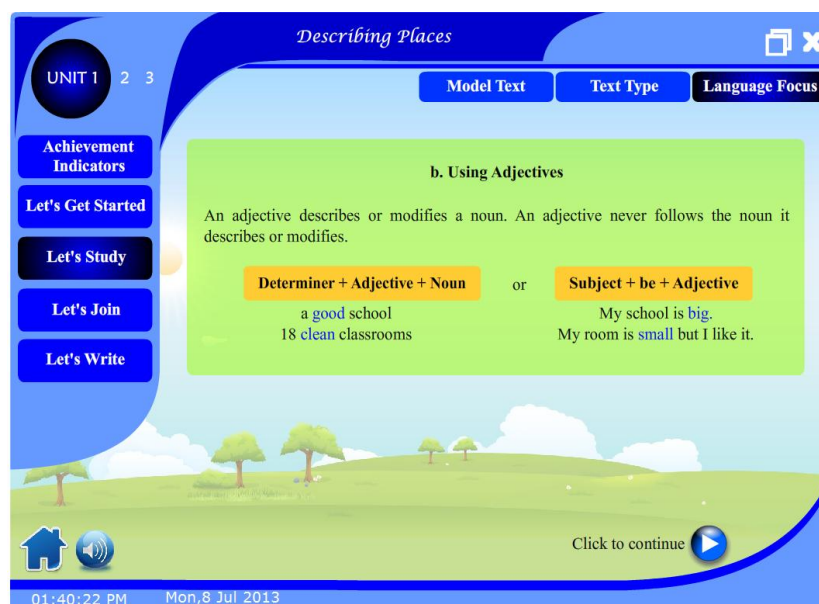


Figure 19. Adjectives Page in Language Focus of Unit 1

The content of the *Adjectives* page is corrected grammatically. There are also revisions in the *Activity 7*. The *drag and drop activity* is revised as the same

as in the *Activity 2*. The picture and the exercise placements are also changed.

Meanwhile, there is no revision in the *Activity 8*.



Figure 20. Second Page of Adjectives in Language Focus of Unit 1



Figure 21. Activity 7 in Adjectives in Language Focus of Unit 1

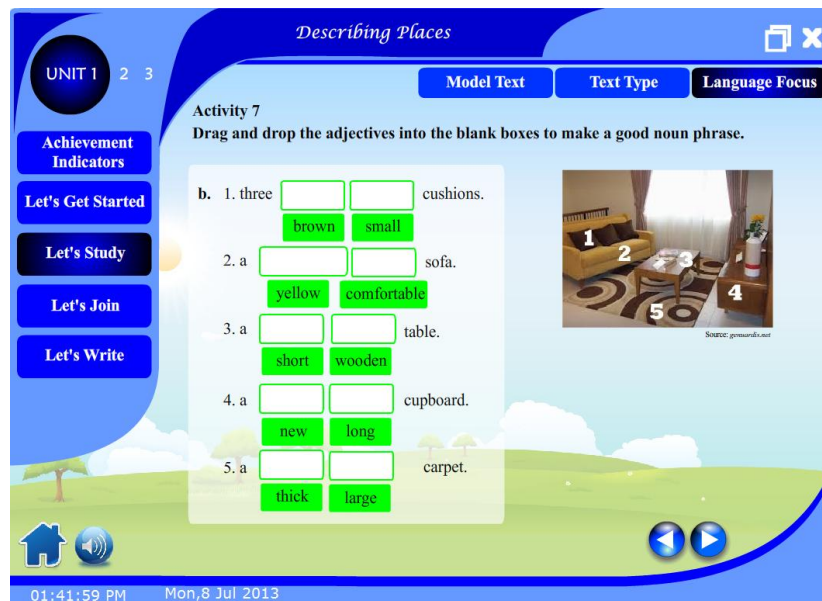


Figure 22. Activity 7 in Adjectives in Language Focus of Unit 1

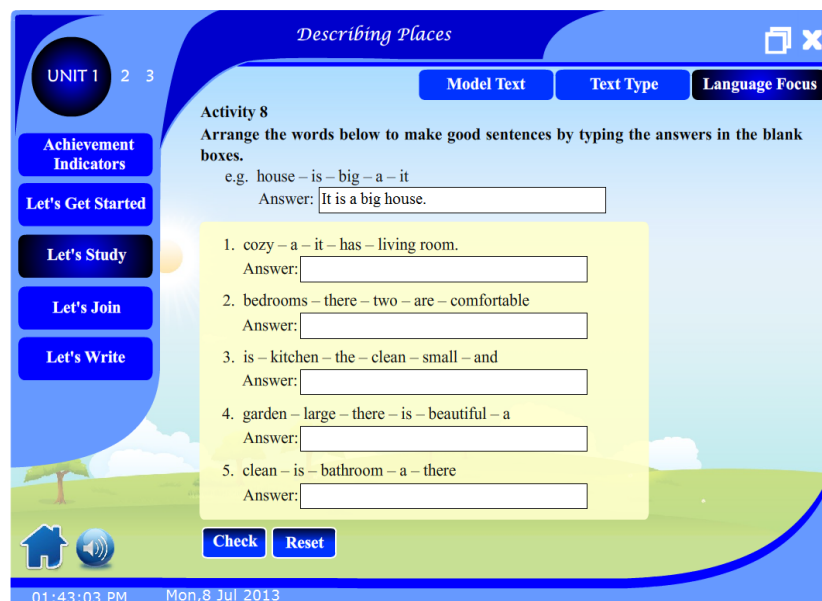


Figure 23. Activity 8 in Adjectives in Language Focus of Unit 1

- Prepositional Phrases

The revision of the first page of the *Prepositional Phrases* is on the color of important words. They changed into blue and red. The *drag and drop activity* in the *Activity 9* is also revised as the same as in the *Activity 7*. The picture and

questions placements are also changed. There is no revision in the *Activity 10* in terms of its content but the picture source is added. Figures related to the *Prepositional Phrases* are presented below.

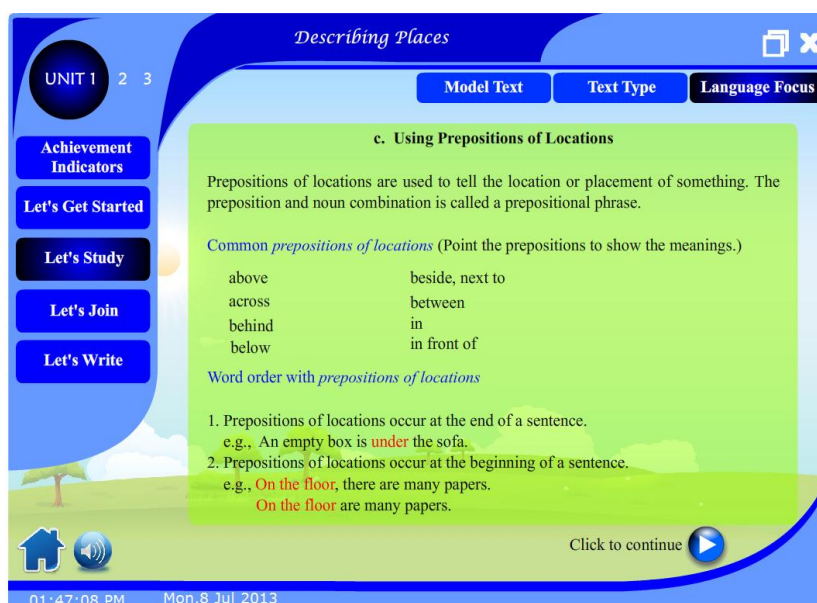


Figure 24. Prepositional Phrases Page in Language Focus of Unit 1

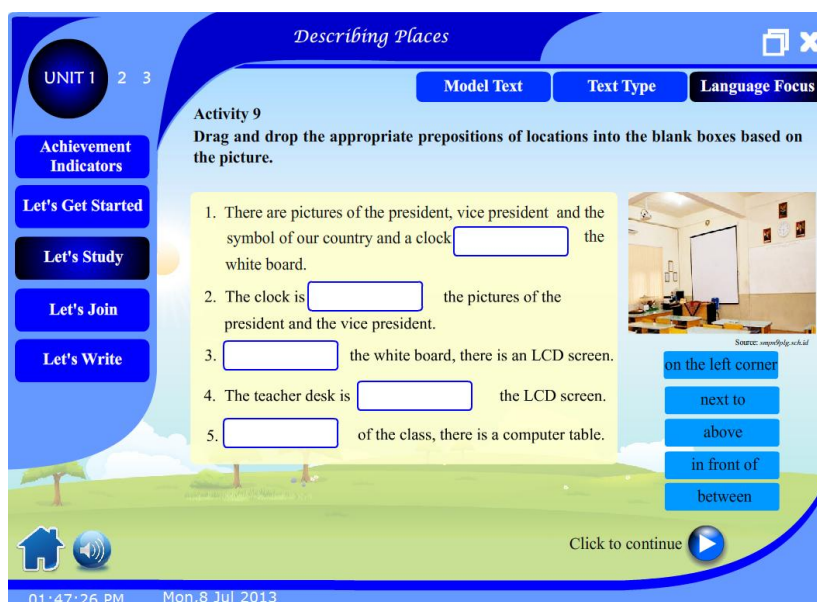


Figure 25. Activity 9 in Prepositional Phrases in Language Focus of Unit 1

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 10

Look at the picture and arrange the words below to make good sentences by typing them in the blank boxes.

1. window – the – near – the – study table – is
Answer: _____

2. the – is – next to – bed – study table – the .
Answer: _____

3. the right side – on – the – night table – a – of – bed – the – is.
Answer: _____

4. beside – the – night table – is – wardrobe – the.
Answer: _____

5. there – on – doll – is – a – the – bed – on.
Answer: _____

Check Reset

01:47:39 PM Mon, 8 Jul 2013

Figure 26. Activity 10 in Prepositional Phrases in Language Focus of Unit 1

d) Let's Join

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 11

Type the suitable verbs from the box in the blank lines. Look at the example.

My house is only 100 meters from my school. It is not very big, but it is cozy and quiet.

It _____ a nice and warm living room. There _____ a beautiful painting of scenery hanging on the wall. There _____ some big pots of indoors plants near the door. In a low cabinet, you will _____ the trophies, picture of my family, small toys and some books.

I am lucky to have a room to myself. It _____ green wall. It is my favorite color.

My bed _____ in the left corner of the room. Beside it, there _____ a desk. I do my homework there. I also _____ a portable radio-tape there.

The kitchen is my mother domain. My mother _____ it clean all day. There _____ a blue wall cabinet in it. It harmonizes with the grey wall tiles.

However, only a few people will give my home a second glance. Still we are very proud of it. It may not be a perfect one but it is my home sweet home.

Check Reset

be have keep be see be put have be be

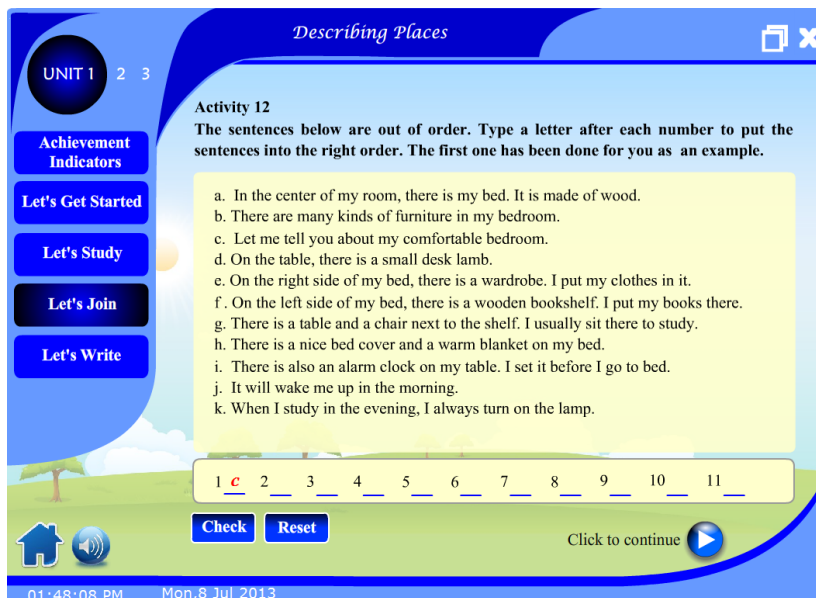
Click to continue

01:47:54 PM Mon, 8 Jul 2013

Figure 27. Activity 11 of Unit 1

There is no revision in the *Activity 11* (see *Figure 27*). The *Activity 12* is revised in terms of its instruction. In the *Activity 13*, the *drag and drop* activity is revised as the same as the other *drag and drop* activities and the text source is

added. The appearances of the *Activity 12* and the *Activity 13* are presented as follows.



The screenshot shows the 'Describing Places' interface for Unit 1. On the left, there is a sidebar with 'UNIT 1' selected and buttons for 'Achievement Indicators', 'Let's Get Started', 'Let's Study', 'Let's Join', and 'Let's Write'. The main area is titled 'Activity 12' and contains the instruction: 'The sentences below are out of order. Type a letter after each number to put the sentences into the right order. The first one has been done for you as an example.' Below this, there is a list of 11 sentences (a-k) describing a bedroom. At the bottom, there is a sequence of 11 numbered boxes for the answer, with the first box containing the letter 'c'. There are 'Check' and 'Reset' buttons, and a 'Click to continue' button with a play icon. The bottom status bar shows the time '01:48:08 PM' and the date 'Mon, 8 Jul 2013'.

Activity 12
The sentences below are out of order. Type a letter after each number to put the sentences into the right order. The first one has been done for you as an example.

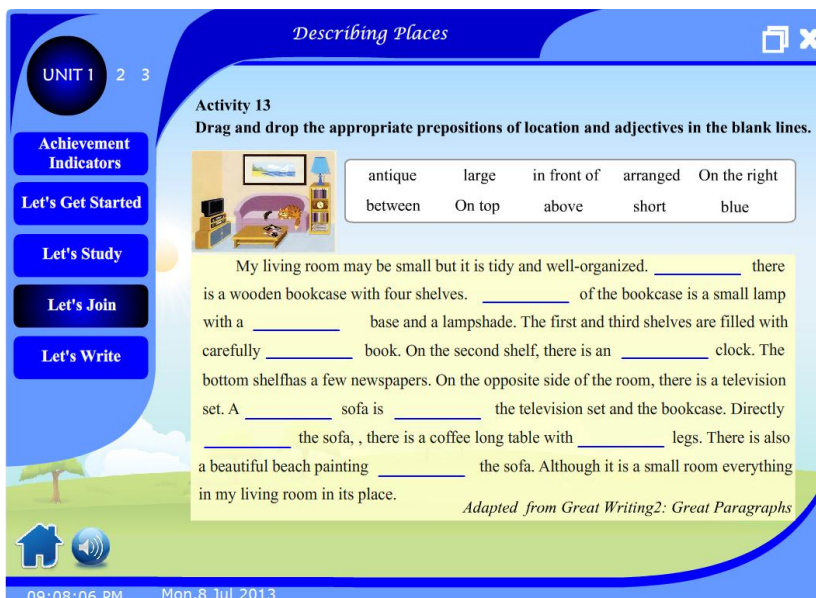
- In the center of my room, there is my bed. It is made of wood.
- There are many kinds of furniture in my bedroom.
- Let me tell you about my comfortable bedroom.
- On the table, there is a small desk lamp.
- On the right side of my bed, there is a wardrobe. I put my clothes in it.
- On the left side of my bed, there is a wooden bookshelf. I put my books there.
- There is a table and a chair next to the shelf. I usually sit there to study.
- There is a nice bed cover and a warm blanket on my bed.
- There is also an alarm clock on my table. I set it before I go to bed.
- It will wake me up in the morning.
- When I study in the evening, I always turn on the lamp.

1 c 2 3 4 5 6 7 8 9 10 11

Check Reset Click to continue

01:48:08 PM Mon, 8 Jul 2013

Figure 28. Activity 12 of Unit 1



The screenshot shows the 'Describing Places' interface for Unit 1, specifically Activity 13. The sidebar is the same as in Figure 28. The main area is titled 'Activity 13' and contains the instruction: 'Drag and drop the appropriate prepositions of location and adjectives in the blank lines.' Below this, there is a list of words: 'antique', 'large', 'in front of', 'arranged', 'On the right', 'between', 'On top', 'above', 'short', and 'blue'. To the left of the text is a small illustration of a living room. The text describes a living room with several blank lines for the words to be inserted. At the bottom right, it says 'Adapted from Great Writing2: Great Paragraphs'. The bottom status bar shows the time '09:08:06 PM' and the date 'Mon, 8 Jul 2013'.

Activity 13
Drag and drop the appropriate prepositions of location and adjectives in the blank lines.

antique large in front of arranged On the right
between On top above short blue

My living room may be small but it is tidy and well-organized. _____ there is a wooden bookcase with four shelves. _____ of the bookcase is a small lamp with a _____ base and a lampshade. The first and third shelves are filled with carefully _____ book. On the second shelf, there is an _____ clock. The bottom shelf has a few newspapers. On the opposite side of the room, there is a television set. A _____ sofa is _____ the television set and the bookcase. Directly _____ the sofa, there is a coffee long table with _____ legs. There is also a beautiful beach painting _____ the sofa. Although it is a small room everything in my living room is in its place.

Adapted from Great Writing2: Great Paragraphs

09:08:06 PM Mon, 8 Jul 2013

Figure 29. Activity 13 of Unit 1

e) Let's Write

An *identifying mistakes activity* is added in the *Activity 14*. The students have to click the wrong words before they rewrite the correct paragraph in the blank box. Hence, the instruction in this activity is also changed. The *Activity 15* is also revised in terms of its instruction and the picture source is added. However, there is no revision in the *Activity 16*. The following figures show the appearance of the *Let's Write* menu.

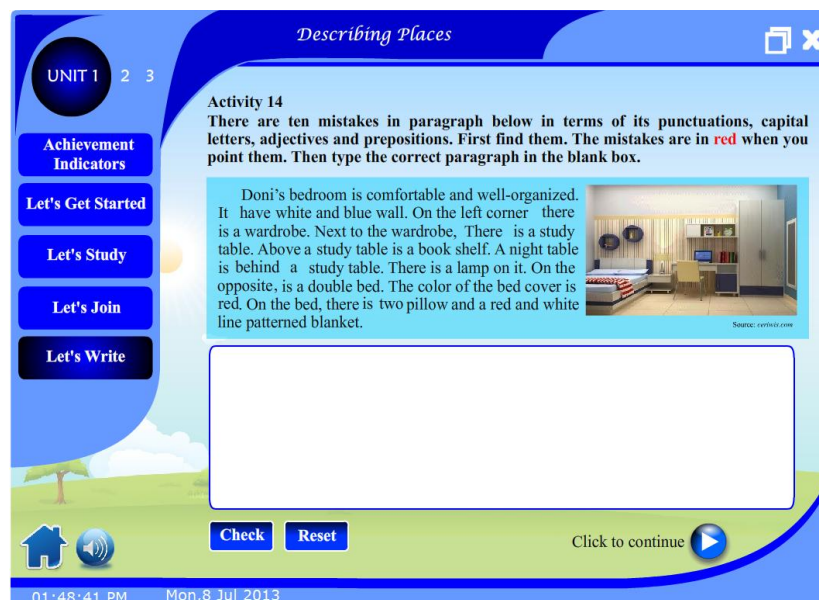


Figure 30. Activity 14 of Unit 1

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 15
Write a description of the Dina's house based on the ground plan below in *Microsoft Office Word*. After you finish, save it and ask one of your friend to check your writing.

3750 2750 1500 3000 1000
3000 4850 4400 2950 12000 6000

Click to continue

01:48:54 PM Mon, 8 Jul 2013

Figure 31. Activity 15 of Unit 1

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 16
Choose one of the topics below and write a descriptive text in your text book.

a. My school
b. My classroom
c. My house
d. My bedroom

01:49:08 PM Mon, 8 Jul 2013

Figure 32. Activity 16 of Unit 1

2) Unit 2 - Describing People

The revision in the main page of Unit 2 is the same as in Unit 1. The descriptions of each menu in Unit 2 can be seen as follows.



Figure 33. Menu Page of Unit 2

a) Achievement Indicators

There is no revision in this in terms of its content. The *Achievement Indicators* page can be seen in Figure 34.



Figure 34. Achievement Indicator Page of Unit 2

b) Let's Get Started

Describing People

1 **UNIT 2** 3

Activity 1
Answer the following questions orally.

1. How many members are there in your family?
2. How do they look like?

Click to **Vocabulary Building**

10:50:02 AM Fri,30 Aug 2013

Figure 35. Activity 1 of Unit 2

Describing People

1 **UNIT 2** 3

Activity 2
Drag and drop the words into the correct boxes.

hair

forehead
nose
lip
eye
ear

01:50:20 PM Mon,8 Jul 2013

Figure 36. Activity 2 of Unit 2

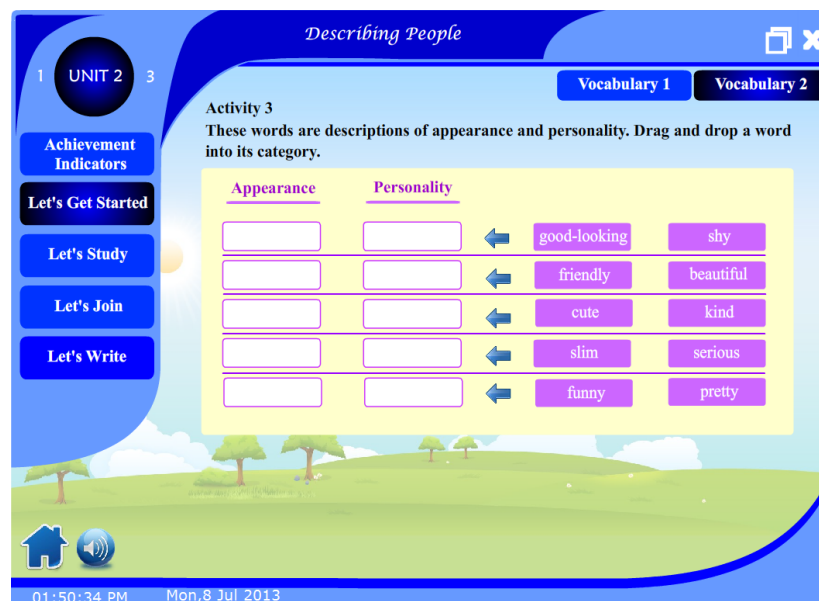


Figure 37. Activity 3 of Unit 2

Each activity in this menu is revised. In the *Activity 1*, the picture is changed and the picture source is added. This activity is also corrected grammatically. The *drag and drop activities* in the *Activity 2* and the *Activity 3* are revised as the same as the similar activities. The questions and the answers placements in the *Activity 3* are also changed to make the exercise easier to do.

c) Let's Study

Let's Study page in Unit 2 also contains three submenus. *Model Text*, *Text Type* and *Language Focus*. The descriptions of each submenu are presented as follows.

a. Model Text

This page is revised by adding the text source.

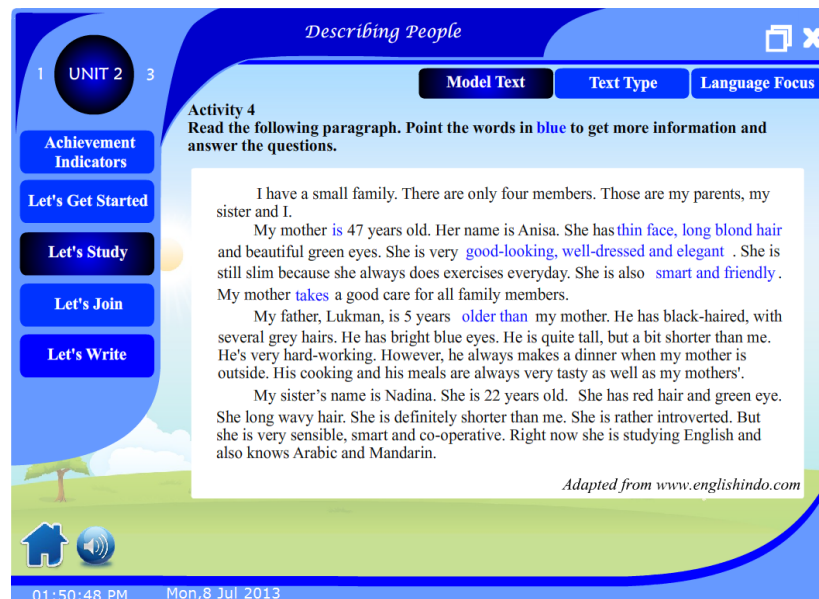


Figure 38. Model Text Page of Unit 2

b. Text Type

There is no revision in the first page of the *Text Type* submenu. The revision is on the *drag and drop activity* in the next page.



Figure 39. Text Type Page of Unit 2

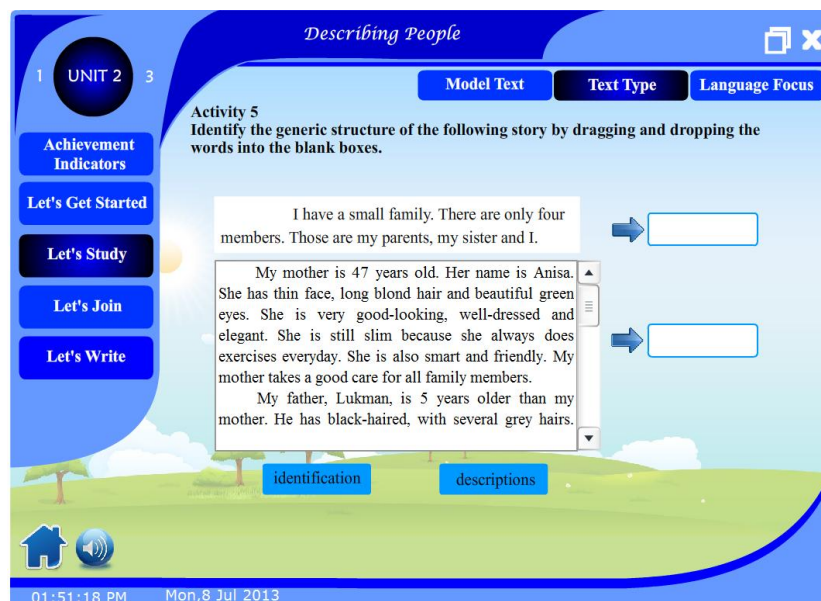


Figure 40. Activity 5 in Text Type Page of Unit 2

c. Language Focus

There are two submenus in the Language Focus button in Unit 2. Each submenu is described as follows.

- Adjectives

There is no revision in the *Adjectives* submenu in terms of its content. However, the picture sources in this submenu are added. The *drag and drop activity* in the *Activity 6* is revised in terms of its actions scripts. There is no revision in the *Activity 7*. The following figures show the appearances of the *Adjectives* submenu.

Describing People

1 **UNIT 2** 3

Model Text **Text Type** **Language Focus**

a. Using Adjectives

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

Determiner + Adjective + Noun or **Subject + be + Adjective**

long blond hair She is very good-looking, well-dressed and elegant.
 beautiful green eyes She is rather introverted.

Click to continue

01:51:33 PM Mon, 8 Jul 2013

Figure 41. Adjectives Page in Language Focus of Unit 2

Describing People

1 **UNIT 2** 3

Model Text **Text Type** **Language Focus**

Order of Adjectives

Point the words in blue to see more information.

Determiner (D)	+	Adjectives	+	Noun
possessives		opinion or judgment		boy
demonstratives		size		girl
interrogatives		shape		woman
indefinites		age		man
definite articles		color		
indefinite articles		nationality		
numerical				

e.g. a fat man
 D 2 N

Click to continue

01:51:55 PM Mon, 8 Jul 2013

Figure 42. Second Page of Adjectives in Language Focus of Unit 2



Figure 43. Weight Page of Adjectives in Language Focus of Unit 2



Figure 44. Height Page of Adjectives in Language Focus of Unit 2

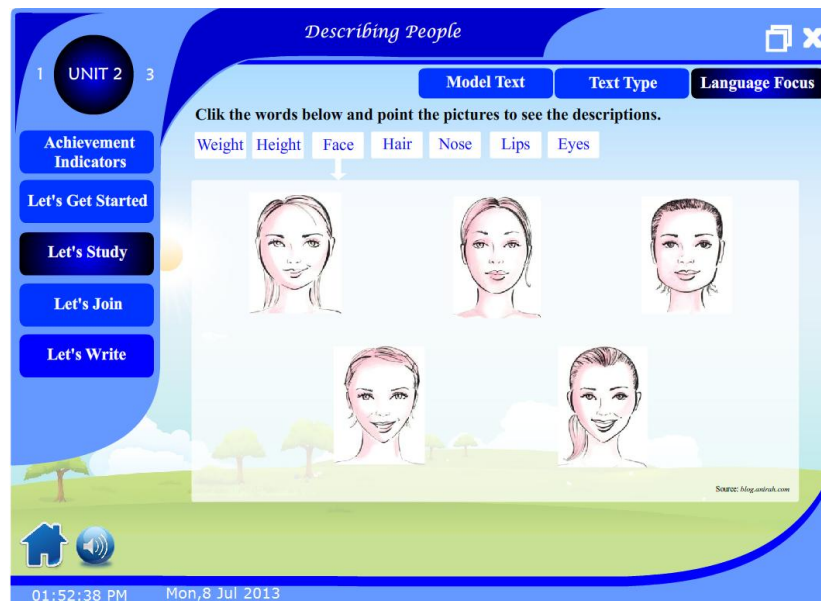


Figure 45. Face Page of Adjectives in Language Focus of Unit 2



Figure 46. Hair Page of Adjectives in Language Focus of Unit 2

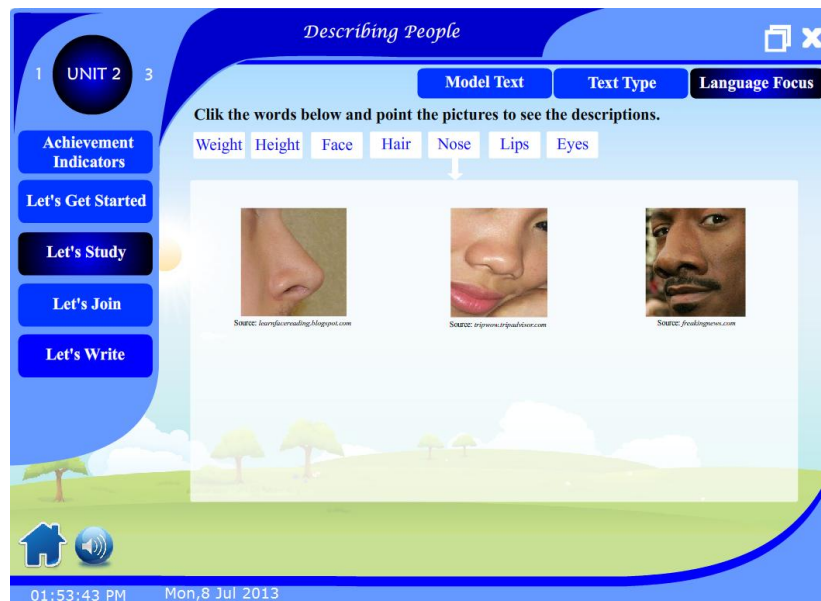


Figure 47. Nose Page of Adjectives in Language Focus of Unit 2



Figure 48. Lips Page of Adjectives in Language Focus of Unit 2



Figure 49. Eyes Page of Adjectives in Language Focus of Unit 2

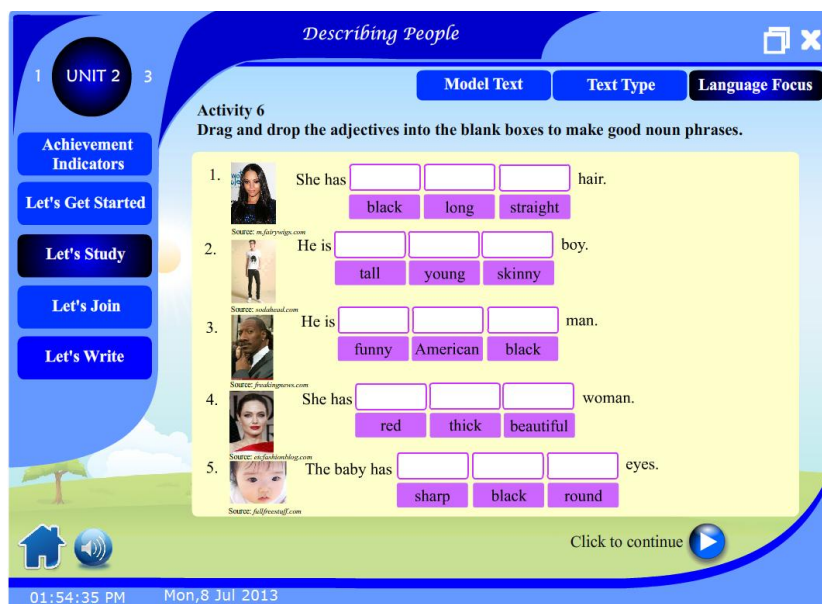


Figure 50. Activity 6 in Adjectives in Language Focus of Unit 2

Describing People

1 UNIT 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text Text Type Language Focus

Activity 7

Arrange the words below to make good sentences by typing them in the boxes.

1. is - very - funny - My - brother.
Answer:

2. man - is - The - kind - friendly.
Answer:

3. shy - is - She - girl - a - fat.
Answer:

4. My - sister - has - cute - oval - face - a.
Answer:

5. serious - My - mother - a - is - person.
Answer:

Check Reset

01:54:58 PM Mon, 8 Jul 2013

Figure 51. Activity 7 in Adjectives in Language Focus of Unit 2

- Comparative Degrees

There is no revision in the first page of this submenu and the exercise in the *Activity 9*. Meanwhile, the *drag and drop activity* in the *Activity 8* is revised as the same as the other similar exercises. Figures related to the *Comparative Degrees* submenu are presented below.

Describing People

1 UNIT 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

b. Using Comparative Degrees

Comparative degrees are used when you are comparing two people, things, or actions.
e.g. My father, Lukman, is 5 years **older than** my mother.
He is quite tall, but a bit **shorter than** me.
She is definitely **shorter than** me.

Rules in using comparative degrees

- Most one-syllable and some two-syllable adjectives form the comparative degrees by adding -er: tall, taller; smart, smarter.
- The adjective's final consonant is sometimes doubled: big, bigger; sad, sadder.
- A final -y is changed to -i: dry, drier; happy, happier.
- There are a few exceptions: good, better; bad, worse.
- If an adjective has two or more syllables, it usually forms the comparative degrees with more: more intelligent; more difficult.
- Be careful not to double comparative degrees: funny, funnier (not more funnier). Do not use the -er or -est forms with more.

Click to continue

01:55:17 PM Mon, 8 Jul 2013

Figure 52. Comparative Degrees Page in Language Focus of Unit 2

Describing People

1 UNIT 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 8
Drag and drop the suitable comparative degrees of adjectives into the blank boxes.

1. Tim is [] than James.
James' skin is [] than Tim.

2. Kate's hair is [] than Julie.
Kate's lips are [] than Julie.

3. Philips is [] than Sam.

shorter
heavier
curlier
darker
thicker

Click to continue

01:55:29 PM Mon, 8 Jul 2013

Figure 53. Activity 8 in Comparative Degrees Page in
Language Focus of Unit 2

Describing People

1 UNIT 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 9
Click the correct form of comparative degrees of adjectives in the sentences below.

1. My mother is taller / more tall than my brother.
2. Your hair is longer / more long than mine.
3. She is funnier / more funny than my sister.
4. My brother is seriouser / more serious than my father.
5. My mother is stronger / more strong than your mother.
6. His eyes is bigger / more big than my friend.
7. Joni is heavier / more heavy than Jono.
8. Dinda is prettier / more pretty than Linda.
9. You are sillier / more silly than Jane.
10. My sister is beautifuler / more beautiful than me.

01:55:41 PM Mon, 8 Jul 2013

Figure 54. Activity 9 in Comparative Degrees Page in
Language Focus of Unit 2

d) Let's Join

There is no revision in the three activities in this menu. It is the same as in the first draft of the multimedia. The following figures show the appearances of the *Let's Join* menu.

Describing People

1 UNIT 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
Type the suitable words in the box in the blank lines.

I want to describe my father. He is about forty five years old. He is about 170 cm _____. He has round face and black short hair. He has big eyes and a flat nose. My father _____ doing sport, especially _____. His favorite is Tae Kwon Do. He _____ red belt.

He is a good worker with high responsibilities in his work. Sometimes he _____ home late because he must finish his work. However, he never _____ his works to home. My father is also an open-minded person. He _____ me and my brother the right to choose what we are going to do. He always _____ to my stories and gives me good _____ to solve my problem. He usually _____ me when I find troubles in doing my homework. He is also nice to my friend. My father is my idol.

Adapted from Practise Your English Competence 1

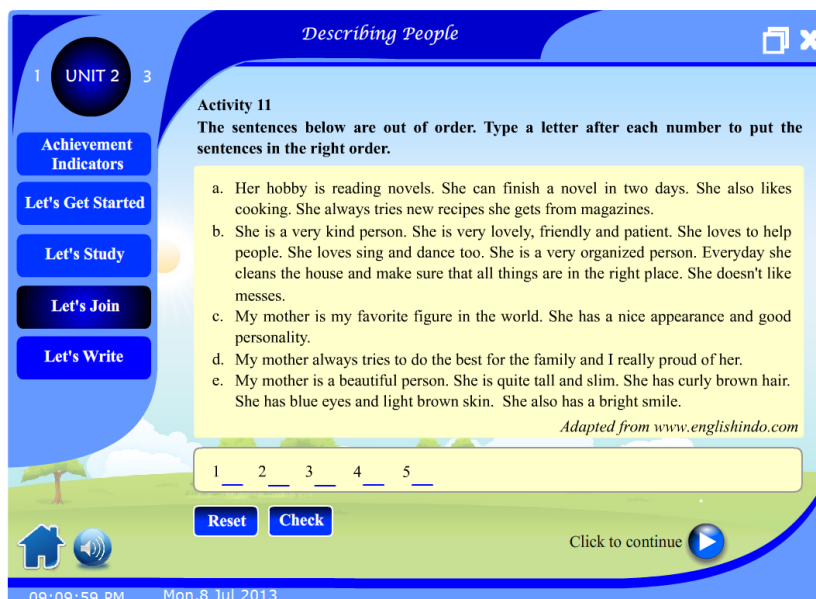
Check Reset

come give tall listen advices
help like martial arts bring have

Click to continue

09:09:27 PM Mon, 8 Jul 2013

Figure 55. Activity 10 of Unit 2



The screenshot shows a software interface for 'Describing People'. On the left is a sidebar with a 'UNIT 2' button and four sub-buttons: 'Achievement Indicators', 'Let's Get Started', 'Let's Study', and 'Let's Write'. The main area is titled 'Activity 11' and contains a paragraph of text with five sentences labeled 'a' through 'e'. Below the text is a row of five numbered boxes (1 to 5) for reordering the sentences. At the bottom are 'Reset' and 'Check' buttons, a 'Click to continue' button with a play icon, and a timestamp '09:09:59 PM Mon, 8 Jul 2013'.

Describing People

Activity 11
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

a. Her hobby is reading novels. She can finish a novel in two days. She also likes cooking. She always tries new recipes she gets from magazines.

b. She is a very kind person. She is very lovely, friendly and patient. She loves to help people. She loves sing and dance too. She is a very organized person. Everyday she cleans the house and make sure that all things are in the right place. She doesn't like messes.

c. My mother is my favorite figure in the world. She has a nice appearance and good personality.

d. My mother always tries to do the best for the family and I really proud of her.

e. My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes and light brown skin. She also has a bright smile.

Adapted from www.englishindo.com

1 2 3 4 5

Reset **Check** Click to continue

09:09:59 PM Mon, 8 Jul 2013

Figure 56. Activity 11 of Unit 2



The screenshot shows a software interface for 'Describing People'. On the left is a sidebar with a 'UNIT 2' button and four sub-buttons: 'Achievement Indicators', 'Let's Get Started', 'Let's Study', and 'Let's Write'. The main area is titled 'Activity 12' and contains a paragraph of text with several blank lines for adjectives. To the left of the text is a small photo of two women. Below the text are 'Check' and 'Reset' buttons. At the bottom are a home icon, a speaker icon, and a timestamp '01:56:26 PM Mon, 8 Jul 2013'.

Describing People

Activity 12
Typing the suitable adjectives in the blank lines based on the picture. The left is Sonia and the right is Tania.

Tania and Sonia are beautiful. Sonia is Tania's older sister. They both have _____ colored hair but Tania has _____ hair while Sonia has _____ hair. They both have _____ nose and _____ skin. Their bodies are slim. However, Tania is _____ than Sonia. Both of them are pretty and many people love them.

Check **Reset**

01:56:26 PM Mon, 8 Jul 2013

Figure 57. Activity 12 of Unit 2

e) Let's Write

There are three activities in this menu. In the *Activity 13*, the picture is changed based on the suggestion of the material expert. The *Activity 14* is revised

in terms of its instruction, while the *Activity 15* is not revised. The figures related to the *Let's Write* menu are presented as follows.

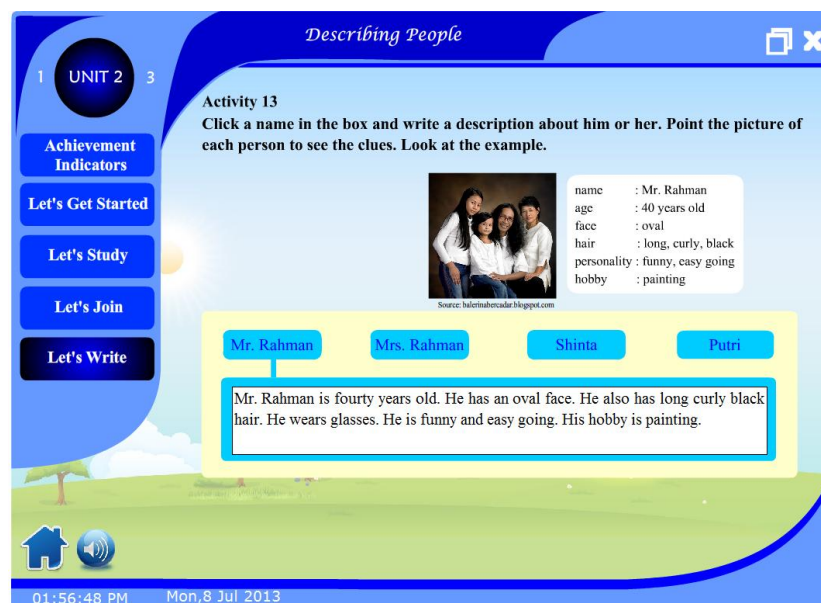


Figure 58. Activity 13 of Unit 2



Figure 59. Activity 13 of Unit 2



Figure 60. Activity 14 of Unit 2

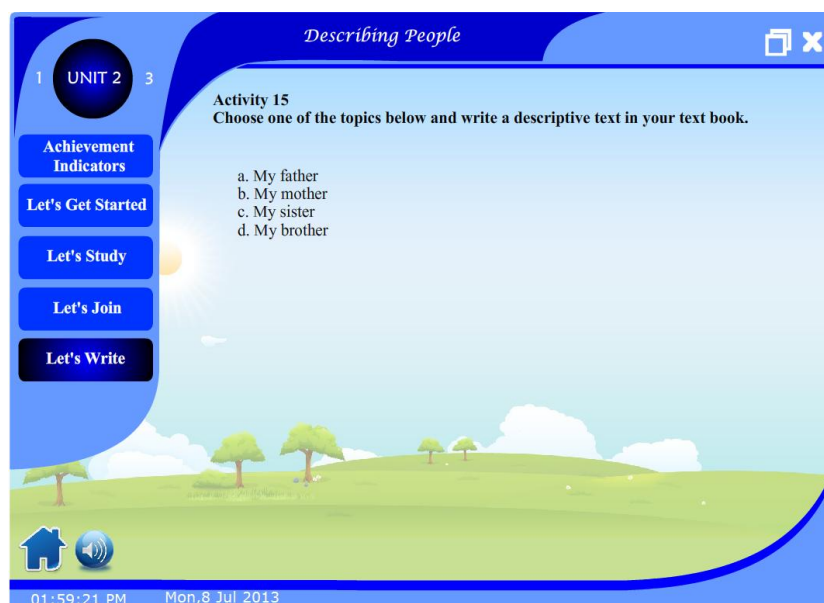


Figure 61. Activity 14 of Unit 2

3) Unit 3 – Describing Jobs

The *Main* menu of Unit 3 is revised as the same as in Unit 1 and Unit 2.

The description of each menu is as follows.



Figure 62. Menu Page of Unit 3

a) Achievement Indicators

The content of this page is revised grammatically.



Figure 63. Achievement Indicators Page of Unit 3

b) Let's Get Started

The content of the *Activity 1* is revised grammatically. The *drag and drop activity* in the *Activity 2* and the *Activity 3* are revised in terms of its actions scripts and the picture sources are added. Figures related to the *Let's Get Started* menu are presented below.



Figure 64. Activity 1 of Unit 3



Figure 65. Activity 2 of Unit 3



Figure 66. Activity 3 of Unit 3

c) Let's Study

The submenus in the *Let's Study* are the same with Unit 1 and Unit 2. The descriptions of each submenu are presented as follows.

a. Model Text



Figure 67. Activity 4 of Unit 3

There is no revision in terms of its content but the text source is added.

b. Text Type

There is no revision in this page.

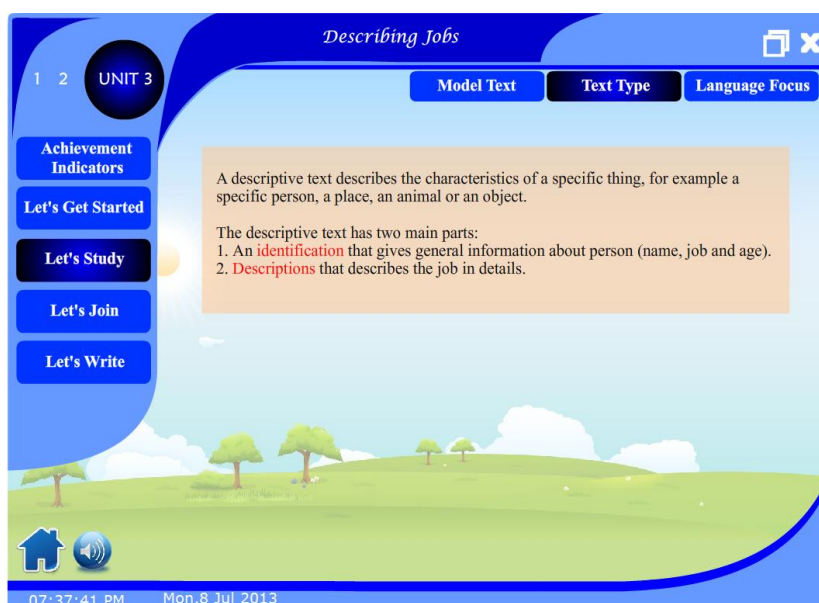


Figure 68. Text Type Page of Unit 3

c. Language Focus

There is no revision in this submenu including the explanation of the simple present tense and the exercise in the *Activity 7*. Meanwhile, in the *Activity 8*, the source of the text is added. Figures related to the *Language Focus* submenu are presented as follows.

Describing Jobs

1 2 UNIT 3

Model Text Text Type Language Focus

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

a. Using Simple Present Tense

To describe a job you will use the simple present tense. You will tell about what someone's do in his/her job using related verbs to his/her job.
e.g. She is a secretary.
She works for a trading company in Jakarta.
She often types letters in her computer.

Click to continue

07:37:55 PM Mon, 8 Jul 2013

Figure 69. Language Focus Page of Unit 3

Describing Jobs

1 2 UNIT 3

Model Text Text Type Language Focus

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 5
Complete these sentences using the words in the box by typing the answer in the blank lines. Look at the example.

1. Mr. Jono is a pilot. He flies the plane.

2. Mr. Danu is an electrician. He the electric systems.

3. Putri is a receptionist in a hotel. She the phone and guest.

4. Mr. Agus is a carpenter. He furniture.

5. Ms. Lisa is a butcher. She the meat.

Check Reset

make answer set sell receive

Click to continue

09:58:53 PM Tue, 9 Jul 2013

Figure 70. Activity 5 of Unit 3

The screenshot shows a software interface for 'Describing Jobs' in Unit 3. On the left, there is a sidebar with buttons: 'Achievement Indicators', 'Let's Get Started', 'Let's Study' (highlighted), 'Let's Join', and 'Let's Write'. The main area displays 'Activity 6' with the instruction 'Type the suitable verbs from the box in the blank lines.' The text reads: 'Lidia is a nurse. She _____ in a hospital in Surabaya. She always _____ her nurse's uniform. She _____ the doctors and _____ the patients. She _____ the patients the medicine and often _____ to them and _____ to their problem. Sometimes, she _____ to the patients' families. She really loves her job.' Below the text is a box of verbs: 'work', 'help', 'look after', 'give', 'talk', 'listen', 'wear'. At the bottom, there are 'Check' and 'Reset' buttons. The status bar at the bottom shows '09:59:13 PM Tue, 9 Jul 2013'.

Figure 71. Activity 6 of Unit 3

d) Let's Join

The source of the texts in the *Activity 7* and the *Activity 8* are added.

Meanwhile, there is no revision in the *Activity 9*.

The screenshot shows a software interface for 'Describing Jobs' in Unit 3. On the left, there is a sidebar with buttons: 'Achievement Indicators', 'Let's Get Started', 'Let's Study', 'Let's Join' (highlighted), and 'Let's Write'. The main area displays 'Activity 7' with the instruction 'Type the suitable words from the box in the blank lines.' The text reads: 'My Neighbor is a Clown. Mr. Brown is my _____ neighbor. He _____ a clown. Mr. Brown works in a _____. His job is to _____ people, especially children. He makes people _____. Mr. Brown wears a very unique and colorful _____. He also _____ a colorful wig. He also _____ his face. He puts a small _____ on his nose. Mr. Brown _____ his profession. He is very funny and kind. Everyone loves him very much.' Below the text is a box of words: 'paint', 'wear', 'amuse', 'carnival', 'balloon', 'enjoy', 'laugh', 'be', 'new', 'costume'. At the bottom, there are 'Check' and 'Reset' buttons, and a 'Click to continue' button with a play icon. The status bar at the bottom shows '09:10:42 PM Mon, 8 Jul 2013'.

Figure 72. Activity 7 of Unit 3

Describing Jobs

1 2 **UNIT 3**

Activity 8
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

- a. He is happy to be a postman.
- b. My uncle, Marwan is a postman.
- c. He usually starts his job at 8 a.m.
- d. Everyday he delivers letters to many people.
- e. He works at the Central Post Office.
- f. First, he goes to the addresses near his office.
- g. He never bored with his job.
- h. He stops working at 2 p.m.
- i. Then he continues to the addresses far from his office.

Adapted from English in Focus 1: for Grade VII Junior High School (SMP/ MTs)

1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

Check **Reset**

Click to continue

09:13:00 PM Mon, 8 Jul 2013

Figure 73. Activity 8 of Unit 3

Describing Jobs

1 2 **UNIT 3**

Activity 9
Write a description of Ms. Sandra's job in the blank box based on the provided clues. Point the picture to see the clues.

- 1. workplace: City Library, Semarang
- 2. arrange the book into its places
- 3. record borrowed books and returned books
- 4. record and stamp new books
- 5. give the new books plastic cover

Check **Reset**

07:38:38 PM Mon, 8 Jul 2013

Figure 74. Activity 9 of Unit 3

e) Let's Write

There are some revisions in this menu. In the *Activity 10*, the pictures sources and the question numbers are added. The *Activity 11* is revised in terms of

its instruction. Meanwhile, there is no revision in the *Activity 12*. The following figures illustrate the *Let's Write* menu.

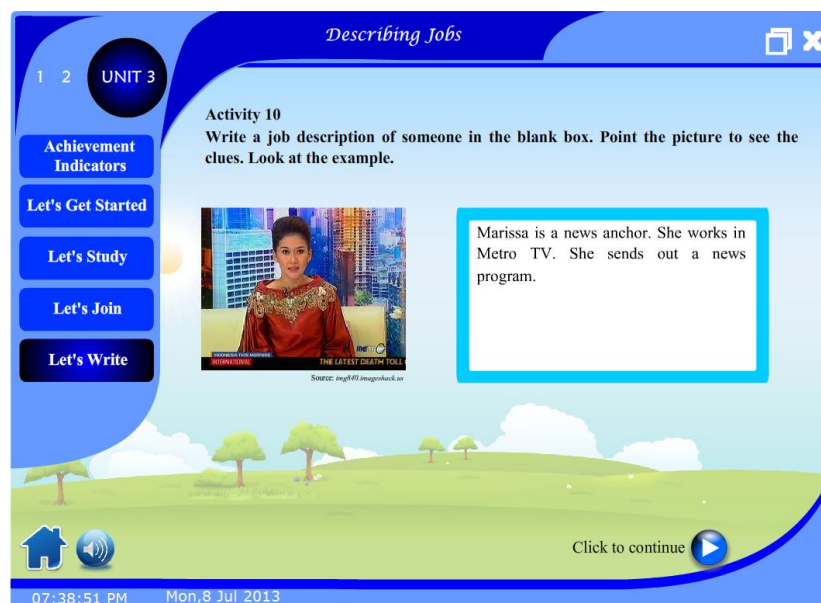


Figure 75. Activity 10 of Unit 3



Figure 76. Activity 10 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

2.




Source: guruindonesia.com

Check Reset

Click to continue

08:50:46 PM Mon, 8 Jul 2013

Figure 77. Activity 10 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

3.




Source: siswaipnawar.com

Check Reset

Click to continue

08:51:01 PM Mon, 8 Jul 2013

Figure 78. Activity 10 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

4.



Source: 4.bp.blogspot.com

Check Reset

Click to continue

08:51:13 PM Mon, 8 Jul 2013

Figure 79. Activity 10 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

5.



Source: 2.bp.blogspot.com

Check Reset

Click to continue

08:51:27 PM Mon, 8 Jul 2013

Figure 80. Activity 10 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started


Let's Study

Let's Join

Let's Write

Activity 11

Watch the video and write a description about Ms. Joana's job in in *Microsoft Office Word*. You can use the words in the box. After you finish, save it and ask one of your friend to check your writing.



physician
patient
medication
surgery
preventive care
harm
heal
daily needs
listen

Click to continue

07:39:28 PM Mon,8 Jul 2013

Figure 81. Activity 11 of Unit 3

Describing Jobs

1 2 UNIT 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 12

Think of someone you know. Write a description about his/her job in your text book. Say who he/she is, where he/she comes from, what his/her job is and what he/she is doing in his/her job.



07:39:43 PM Mon,8 Jul 2013

Figure 82. Activity 12 of Unit 3

3) The Results of the Second Design Evaluation

a. The Result of the Evaluation by the Material Expert

After the second draft of the interactive multimedia was developed, the researcher asked the material expert to fill in a questionnaire. It aimed to see whether the second product of the interactive multimedia is appropriate to be applied in the classroom or not yet. The result of the evaluation by the material expert is presented in Table 9 below.

Table 10. The Data Collection of the Material Expert

No.	Statements	Score
	Content Quality	
1.	The consistency between the material and learning objectives.	5
2.	The material coverage.	5
3.	The material presentation.	4
4.	The language used.	5
5.	The quality of activity items.	4
6.	The balance of the material and activity items.	4
7.	The quality of examples in explaining the materials.	5
8.	Interaction in using the program.	4
	Instructional Quality	
1.	The relevance to the standard competence.	5
2.	The relevance to the basic competence.	5
3.	The match between indicators and basic competence.	4
4.	Learning instructions.	5
5.	The completeness of the material.	5
6.	The order of the lesson.	5
7.	The balance between the material and activity items.	5
8.	The match between activity items and the indicators.	5
9.	Media attraction.	4
10.	Feedback.	4
Total Score		83
Mean		4.6
Criteria		Very Good

Based on the table above, the total mean of the material evaluation of the interactive multimedia by the material expert in the aspect of content and instructional quality is 4.61. According to Quantitative Data Conversion proposed by Sukardjo (2005), the mean score belongs to the very good category since the mean score is more than 4.21 ($4.21 < X$). The material expert considers that this product is effective and suitable to apply in the class.

b. The Results of the Evaluation by the Media Expert

After the second draft of the interactive multimedia was developed, the researcher also asked the media expert to fill in a questionnaire. It aimed to see whether the second product of the interactive multimedia is appropriate to be applied in the classroom or not yet. Table 10 below presents the results of media evaluation by the media expert.

Table 11. The Data Collection of the Material Expert

No.	Statements	Score
	Screen design and slide	
1.	The students' engagement towards the multimedia design.	4
2.	The consistency of the slide arrangement.	4
3.	The integration of the materials in the program.	4
4.	The appropriateness of the colors.	4
5.	The use of brightest colors for important information.	4
6.	The font styles and sizes.	4
7.	The readability of the texts.	4
8.	The appropriateness of the color composition and the background.	5
	Interaction and feedback	
9.	The students' encouragement to answer the questions.	4
10.	The availability of time to answer the questions.	2
11.	The availability of feedback.	4

Continued

12.	The placements of the feedback, questions and students' responds.	4
	Navigation	
13.	The consistency of the placement of the navigation system.	4
14.	The availability of <i>home key</i> if there are to be time delay on accessing information and to return to the main menu.	5
15.	The availability of <i>previous frame</i> and <i>next frame key</i> to process the lesson.	3
16.	The availability of <i>exit key</i> to exit from the program.	4
17.	The availability of <i>play key</i> to play the music instrument and <i>stop key</i> to stop playing it.	5
18.	The availability of <i>maximize and minimize key</i> to adjust the screen size.	5
	Graphic and animation	
19.	The effectiveness of the pictures placement.	4
20.	The appropriateness of the size of pictures.	4
21.	The function of the animation that can be motivational and attention getting.	4
22.	The effectiveness of the animation placement.	4
	Audio and video	
23.	The effectiveness of the instrumental music in supporting the materials presentation.	4
24.	The quality of audio.	4
25.	The quality of video.	3
Total Score		100
Mean		4
Criteria		Good

Based on the table above, the total mean of the media evaluation of the interactive multimedia by the media expert is 4. According to Quantitative Data Conversion proposed by Sukardjo (2005), the mean score belongs to the good category since the range of the mean score is more than 3.41 but less than and be equivalent to 4.21 ($3.40 < X \leq 4.21$). The media expert considers that this product is effective and suitable to apply in the class.

B. Discussions

This part discusses some research findings related to interactive learning multimedia which have been presented in the previous part. Based on the results of the need analysis related to the target needs, the students' goals of learning writing were to be able to write using the appropriate grammar, punctuation and vocabulary, to improve their grammar knowledge and to be able to produce a text that was accordance with the genres they have learned. The topics of the writing materials that the students prefer were of daily life and technology, while the inputs were of short stories, pictures and video. Related to the learning needs, writing activities that the students want were making a story based on pictures and writing a text based on the genre you have learned. As stated by Lee & Roadman in Lee and Owens (2005), needs analysis is a systematic process of determining goals, identifying the problems occurred in the teaching and learning process and establishing priorities for action.

Hence, the writing materials were developed using the Genre-Based Approach. The materials were developed into three units. They are *Unit 1 "Describing Places"*, *Unit 2 "Describing People"* and *Unit 3 "Describing Jobs"*. Each unit consisted of five menus. *Achievement Indicators*, *Let's Get Started*, *Let's Study*, *Let's Join* and *Let's Write*. Since the students wanted to be able to write using the appropriate grammar, punctuation and vocabulary, the writing activities in the interactive multimedia focused not only in the expression-level but also text-level activities and clause-level. Hyland (2003:18) states that genre-

based approach in writing instruction focuses on teaching students how to use language patterns to accomplish coherent and purposeful texts.

Based on the findings, the material expert agreed that the content of the interactive multimedia is appropriate for teaching descriptive texts for the seventh grade students at junior high schools. The materials were consistent with the learning objectives. The tasks were logically sequenced from the dependent task to the independent one or from easy to complex activities. The tasks also enabled learners to manipulate and practice specific language features. The use of language in the instructions and the explanations of the materials were clear and easy to understand. The structure allowed students to move around freely in different units. The media also provided appropriate feedback. This is in line with Gagne's (1994 in Stemler 1997) nine events of learning, that a successful development of interactive multimedia should consider nine events including gaining attention, informing the learner of the lesson objectives and activating motivation, simulating recall of prior learning, presenting the stimulus material, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and learning transfer.

Regarding the media aspect, the interactive multimedia was easy to access and simple. The screen design promoted students' engagement. The slide arrangements were also consistent. The colors were also appropriately used. In term of the font styles and size, it is in line with Bhatnagar, Mehta and Mitra (2002). Generally, the font size is between 9 and 12 points. It also used a simple typeface and the same font for the same type of information. Thus, the design

used no more than three font styles and the font colors were contrasted with the background so that the texts are clear and easy to read. The interactive multimedia also provided feedback in each task. The placement of navigational items such as *home* key, *previous frame* and *next frame* keys, *exit* key, *play* and *stop* keys and *maximize* and *minimize* keys was consistent. The picture placement was effective. The animation also supported the material presentation and can be motivational and attention getting. As stated by Weiss, Knowlton and Morrison (2002), there are five function functions of animation in the interactive multimedia; cosmetic function, attention gaining function, motivation function, presentation function and clarification function. Besides, the qualities of sounds and video are good. Hence, in terms of media aspect, the interactive multimedia was appropriate for teaching descriptive texts for the seventh grade students at junior high schools. Although the students can access and operate the program by themselves, the students still needs the teacher to assess their writing in the *free writing activities* in each unit.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the conclusions and the implications are drawn. Some suggestions are given in the last part in this chapter.

A. Conclusions

The objectives of this study were to develop a suitable interactive learning multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan and to find out the appropriate characteristics of the developed interactive learning multimedia. The interactive multimedia was developed by adapting some phases of multimedia development proposed by Lee and Owens. There were basically five major phases including needs assessment or analysis, design, development, implementation and evaluation. However, the implementation phase was not included in this study due to the new policy of the English Language Education Department, Faculty Languages and Arts, Yogyakarta State University.

A suitable interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan consist of three parts. They are *Start* page, *Home* page and *Menu* page. In the *Start* page, there is a button to enter the program. The *Home* page consists of five menus namely *User Guide*, *About the Program*, *Topics*, *About the Author* and *References*. There are three units in the *Topics* page. Then *Menu* page of each unit consists of five

menus: *Achievement Indicator*, *Let's Get Started*, *Let's Study*, *Let's Join* and *Let's Write*. The students can find the learning objectives of the unit in the *Achievement Indicator* page. The *Let's Get Started* page provides activities which aim at activating students' background knowledge and enriching students' vocabulary. In the *Let's Study* page, the students learn the model text, the generic structures and language features of descriptive texts. The *Let's Join* page provides guided writing activities, while the *Let's Write* page provides semi-guided and free writing activities.

Regarding the appropriate characteristics of an interactive multimedia for teaching writing descriptive texts for the seventh grade students at SMP Negeri 2 Mertoyudan, there are five elements that must be taken into account. They are text, audio, graphics, animation and video. Related to the text, the design of the interactive multimedia used the proper fonts in terms of its size and style so that the text can be read easily. The color composition of the texts and the background must also be appropriate. Then, the audio are used as sound effect to reinforce the information and background music to liven up the mood and to add effects to the presentation. Related to graphics, the picture must be placed effectively and the size must be appropriate. Meanwhile, in terms of animation, it must be motivational and attention getting. Finally, related to the video, the design must use good quality video in FLV format.

The revised interactive multimedia becomes the final product of this study. However, some improvement is still needed to make the program more interactive and to optimize the writing teaching and learning process. In addition, teachers are

needed in operating this program as this program does not provide any features to assess the students' writings in the *free writing activities*.

B. Implications

Based on the findings, the results of the evaluation by the material expert and media expert showed that all aspects of the interactive multimedia for teaching descriptive texts for the seventh grade student at SMP N 2 has met good characteristics. It implies that the interactive multimedia is appropriate and feasible to be implemented in the writing teaching and learning process for the seventh grade students in the second semester.

C. Suggestions

Related to the conclusions and the implication above, there are some suggestions for the English Teacher, the seventh grade students and the further interactive multimedia developer.

1. For the English Teacher

Since there are many learning sources, the English teacher should optimize the use of interactive multimedia as one of the learning sources which have not been maximized yet in the English teaching and learning process. Before using this program, English teachers should understand how to operate the interactive multimedia since the students still need guidance in operating it. The teacher is also expected to assess students' works in the *free writing activities*.

2. For the Seventh Grade Students

The seventh grade students need to understand how to operate the program. They are also expected to be familiar with the use of a computer keyboard as most of the activities in this interactive multimedia are typing activities.

3. For the Further Interactive Multimedia Developer

- a. The further developer should design interactive multimedia for the other writing materials as there are few researchers that develop interactive multimedia for this skill.
- b. The interactivity level of the writing interactive multimedia should be improved by developing interactive multimedia that directly assess students' writings in the program after they finish writing.
- c. If the developers do not have good skills in developing interactive multimedia, it is good to collaborate with the expert interactive multimedia because it is time consuming.

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APPENDICES

APPENDIX A

The Results of the Needs Analysis

The Results of the Needs Analysis

No.	Statements	Students' Choices	
		Number of students	%
1.	Do you know about interactive learning multimedia?		
	a. Yes	24	77.42%
	b. No	7	22.58%
2.	Do you think that it is needed to be implemented in writing class?		
	a. Extremely needed	4	12.90%
	b. Needed	15	48.39%
	c. Somewhat needed	11	35.49%
	d. Not needed	1	3.22%
3.	Do you think that it is important to have a good writing ability?		
	a. Very important	20	64.52%
	b. Important	10	32.26%
	c. Rather important	1	3.22%
	d. Not important		
4.	What do you think about your writing ability?		
	a. Excellent	0	
	b. Good	6	19.35%
	c. Fair	25	80.65%
	d. Poor	0	
5.	What is your opinion about writing?		
	a. Easy to do	5	16.13%
	b. Rather easy to do	25	80.65%
	c. Difficult to do	1	3.22%
	d. Very difficult to do	0	
6.	What difficulties do you find in writing?		
	a. Using the correct grammar	17	54.84%
	b. Producing correct sentences	17	54.84%
	c. Understanding the text genres	7	22.58%
	d. Choosing the appropriate vocabulary	6	19.35%
	e. Organizing the texts	8	25.73%
	f. Other (mention)....	0	
7.	How often do you practice your writing?		
	a. Always (everyday)		
	b. Often	12	38.71%
	c. Sometimes	13	41.93%
	d. Never	6	19.35%

Continued

8.	What purposes do you want to achieve from writing materials and activities?		
	a. To improve my grammar knowledge	9	29.03%
	b. To enrich my vocabulary	6	19.35%
	c. To improve my comprehension on the text genres	8	25.81%
	d. To be able to write using the appropriate grammar, punctuation and vocabulary	15	48.39%
	e. To be able to produce a text which was suitable with the genres I have learned	9	29.03%
	f. Other (mention)....	0	0%
9.	What topics do you want to have in the writing materials?		
	a. Daily life (family, school, neighborhood)	21	67.74%
	b. Science	16	51.61%
	c. Technology	7	22.58%
	d. Politic	0	0%
	e. Other (mention)....	0	0%
10.	What inputs do you want to have in the writing activities?		
	a. Pictures	12	38.71%
	b. Video	12	38.71%
	c. Short stories	16	51.61%
	d. Article from magazine, newspaper, internet etc.	10	32.26%
	e. Movie	11	35.48%
	f. TV news	3	9.68%
11.	What activities do you want to have in writing?		
	a. Make a story based on pictures	22	70.97%
	b. Write about personal experience	7	22.58%
	c. Arrange jumbled words	6	19.35%
	d. Arrange jumbled sentences	5	16.13%
	e. Arrange jumbled paragraphs	6	19.35%
	f. Fill in blank spaces within a paragraph	7	22.58%
	g. Make a text from topics that you are interested in	6	19.35%
	h. Write a text based on the genre you have learned	13	41.93%
	i. Other (mention)....		
12.	Do you think that learning grammar is important before you start to write?		
	a. Yes	30	96.78%
	b. No	1	3.22%

Continued

13.	Do you think that having knowledge about the generic structure and linguistics features of a text is important before you start to write?		
	a. Yes	30	96.78%
	b. No	1	3.22%
14.	I want to do writing tasks.....		
	a. Individually	18	58.06%
	b. In pairs	14	45.16%
	c. In a small group	8	25.81%
	d. In a large group	1	3.22%
15.	How many words do you want to write in a text?		
	a. \pm 100-200 words	22	70.97%
	b. \pm 200-300 words	6	19.13%
	c. \pm 300-400 words	2	6.45%
	d. \geq 500 words	1	3.22%
16.	What kind of media do you want to use in writing?		
	a. Writing book	11	35.48%
	b. Interactive multimedia	20	64.52%
	c. Worksheet	5	16.36%
	d. Print out	8	18.18%
	e. Other (mention)....	0	0%
17.	What do you want from your teacher before you start to do writing activities?		
	a. Explain about the genres being learned	23	74.19%
	b. Give examples the genres being learned	4	12.90%
	c. Explain the objectives of the activities being conducted	11	35.48%
	d. Explain the steps that you should do in the activities being conducted	10	32.26%
	e. Other (mention)....	0	0%
18.	What do you want your teacher to do when you find difficulties in doing writing activities?		
	a. Review and explain the material once again	23	74.19%
	b. Answer your question directly	2	6.45%
	c. Check your works and assess your work if there is any mistakes or errors	8	25.81%
	d. Check your works and edit your work if there is any mistakes or errors	13	41.93%
	e. Other (mention)....	0	0%

Continued

19.	What do you want your teacher to do after you have finished with your writing tasks?		
	a. Check your work and give marks on your errors	9	29.03%
	b. Check your work and tell your mistakes directly	10	32.26%
	c. Check your work, tell your mistakes directly and give solution	23	74.19%
	d. Check your work and discuss the errors in the class	4	12.90%
20.	What do you want your friend to do about your writing?		
	a. To read it	13	41.93%
	b. To comment on it	16	51.61%
	c. To correct it	12	38.71%
	d. Nothing	4	12.90%

APPENDIX B

The Course Grid

THE COURSE GRID

School : SMP N 2 Mertoyudan

Subject : English

Grade/ Semester : VII/ 2

Standard of Competence : Writing 12. Expressing meaning in the short functional texts and essay in the form of descriptive, and procedure text to interact with the environment.

Basic Competence : 12.2 Expressing meaning and the generic structure of short essays using written language in the form of descriptive and procedure texts accurately, fluently and appropriately to interact with the environment.

Unit	Indicators	Grammar Focus	Vocabulary	Input texts	Task
Unit 1 Describing Places	<p>Writing</p> <ol style="list-style-type: none"> Students are able to write sentences using definite and indefinite articles. Students are able to write sentences using adjectives. Students are 	<ol style="list-style-type: none"> Definite and indefinite article Adjectives Prepositional phrases 	<p>My school, classrooms, a mosque, a teacher room, a headmaster room, laboratories, a library, a school park, a computer room, sports halls, a parking area,</p>	<p>Texts taken from BSE and internet</p>	<p>Writing</p> <ol style="list-style-type: none"> Building the context <ul style="list-style-type: none"> Answering questions (background knowledge of the texts). Matching pictures with the suitable words. Labeling objects by typing the number. Modeling and deconstructing the text <ul style="list-style-type: none"> Identifying the communicative purpose and similarities between two descriptive texts about location. Discussing the materials (definition, the language features and example). Completing chart (the generic structure).

	<p>able to write sentences using prepositional phrases based on the pictures.</p> <p>4. Students are able to write descriptive texts about your school and house.</p>		<p>a security office, big, large, clean, small, garden, beautiful, a living room, a bedroom, a bathroom, a kitchen, a garage, a garden, wall, color, TV set, a lamp, sofa, small, big, cozy, nice, beautiful, comfortable, shelf, painting,</p>		<ul style="list-style-type: none"> • Completing a story using definite and indefinite article. • Make phrases using provided adjectives. • Identify prepositional phrases in the texts. • Completing a text using prepositional phrases. • Arranging jumbled words to make good sentences. <p>3. Joint construction of the text</p> <ul style="list-style-type: none"> • Completing a text using provided verbs. • Rearranging jumbled sentences to make a good paragraph. • Completing a text using prepositional phrase, correcting the adjectives and rewrite the text. <p>4. Independent construction of the text</p> <ul style="list-style-type: none"> • Writing based on a picture and provided words. • Writing based on a picture. • Writing based on provided topics.
Unit 2 Describing People	<p>Writing</p> <p>1. Students are able to write sentences using adjectives.</p> <p>2. Students are able to write sentences</p>	<p>1. Adjectives</p> <p>2. Comparative degrees</p> <p>3. Simple present tense</p>	<p>Family, father, mother, sister, brother, lovely, Young, old, tall, short, hair, eye, fat, nose, skin</p>	<p>Texts taken from BSE and internet</p>	<p>Writing</p> <p>1. Building the context</p> <ul style="list-style-type: none"> • Answering questions (background knowledge of the texts). • Labeling objects by typing the number. <p>2. Modeling and deconstructing the text</p> <ul style="list-style-type: none"> • Identifying the communicative purpose of a descriptive text about family. • Discussing the materials (definition, the

	<p>using comparative degree.</p> <p>3. Students are able to write descriptive texts about your family member.</p>				<p>language features and example).</p> <ul style="list-style-type: none"> • Completing chart (the generic structure). • Completing sentences with provided adjectives. • Arranging jumbled words to make good sentences. • Completing sentences using comparative degree based on the pictures. • Completing sentences using comparative degree. <p>3. Joint construction of the text</p> <ul style="list-style-type: none"> • Completing a story using provided words. • Rearranging jumbled sentences to make a good paragraph. • Writing a text based on the provided clues. <p>4. Independent construction of the text</p> <ul style="list-style-type: none"> • Writing based on a picture. • Writing based on provided topics.
Unit 3 Describing Jobs	<p>Writing</p> <p>1. Students are able to write sentences using simple present tense.</p> <p>2. Students are able to write descriptive texts about</p>	1. Simple present tense	Doctor, teacher, pilot, secretary, farmer, driver, architect, photographer, shopkeeper, firefighter, soldier, policeman,	Texts taken from BSE and internet	<p>Writing</p> <p>1. Building the context</p> <ul style="list-style-type: none"> • Answering questions (background knowledge of the texts). • Matching pictures with the suitable words. • Matching jobs with the workplaces. <p>2. Modeling and deconstructing the text</p> <ul style="list-style-type: none"> • Discussing the materials (definition, the language features and example).

	someone's job.		nurse, mechanic, flight attendant, chef, hospital, plane, airport, school, rice field, office, workshop, library, ship, studio, shop, work		<ul style="list-style-type: none"> • Completing chart (the generic structure). • Completing sentences using suitable words. • Make sentences based on the pictures. • Completing a text with provided verbs. <p>3. Joint construction of the text</p> <ul style="list-style-type: none"> • Completing a story using provided words. • Rearranging jumbled sentences to make a good paragraph. • Make description using provided information. <p>4. Independent construction of the text</p> <ul style="list-style-type: none"> • Writing a text based on the mind mapping. • Writing a text based on a picture and provided words. • Writing based on provided topics.
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APPENDIX C

The Draft of Materials



UNIT 1 Describing Places

Achievement Indicators

In this unit you will learn how to write descriptive texts about your school and house. You are expected to be able to:

- write sentences using definite and indefinite articles.
- write sentences using adjectives.
- write sentences using prepositional phrases.
- write descriptive texts about your school and house .

A. Let's Get Started

Activity 1

Answer the following questions orally.



1. Is your school big? How many rooms are there?
2. Do you feel comfortable living in your house? How many rooms are there?

Vocabulary Building

Vocabulary 1

Activity 2

Drag and drop the words under the appropriate pictures.



a computer room



a canteen

a school medical room



a security office

a library



a basketball court



Vocabulary 2

Activity 3

Watch the video and do the exercise.



Click the right order of the furniture based on the numbers in the pictures.

1.



a night table, a blanket, a wardrobe, a bed cover and a study table

a study table, a blanket, a wardrobe, a bed cover and a night table

a study table, a bed cover, a blanket, a night table and a wardrobe

a study table, a bed cover, a blanket, a night table and a wardrobe

2.



a picture, a sofa, a lamp, a table and a vase

a picture, a lamp, a table, a vase, and a sofa

a picture, a lamp, a sofa, a vase and a table

a picture, a lamp, a vase, a table and a sofa

B. Let's Study

Model Text

Activity 4

Read the following paragraph. Click on the words in blue to get more information and answer the questions.

It is the title but it is optional. A descriptive text focuses on specific participant, for example my school.

This is My School

My school, State Junior High School 8 of Yogyakarta is on 20 Jl. Diponegoro in the centre of the City.

It is big and clean. At the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is a teacher room. Next to the teacher room, there is a headmaster room. There is a garden in front of the headmaster room. There are also a bicycle shed and toilets behind the office. The classrooms are on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it. The computer room is behind the library. I really love my school.

It is called as **identification** that gives general information of a place. What does the first paragraph tell about?

The second paragraph is called as **descriptions** that describe the object in details.

big and clean are called as adjective that describe an object.

at the front is called as preposition of location. Find 4 other examples of prepositions of location in the

is, are, has, have are called as relational verbs that classify and describe appearance/qualities and parts/functions of phenomena.

a and **an** are called as indefinite articles as we talk about something at the first time. Find other examples of indefinite articles in

use is called as simple present tense. Find another example of the use of simple present tense.

the is called as definite articles as we already know which object we are talking about or the object is already mentioned before. Find other examples of definite

Text Type Corner

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:


1. An identification that gives general information about the place
(for example the name and its location).
2. Descriptions that describes the place in details
(for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

Activity 5

Identify the generic structure of the following story by dragging and dropping the words into the blank boxes.

1.


My house is on Jl. Kartini.



It is big and nice. It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor, there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has green wall. There is a desk with a computer on it. I do my homework there. There is also a nice large garden in front of my house and I often play in the garden. We love our house.

Identification

Descriptions



Language Corner

a. Using Definite and Indefinite Articles

a and **an** are called as indefinite articles as we talk about something at the first time.

the is called as definite article as we already know which object we are talking about or the object is already mentioned before.

Remember

a is used when the initial sound of the word is consonant.

e.g. a good school, a big house

an is used when the initial sound of the word is a vowel.

e.g. an old building

Activity 6

Type a/an or the in the blank lines.

I study at SMP Mataram. It is on 12 Jl. Kenaga. It is a good school. It has many facilities. It has eighteen classrooms, ten restrooms, three laboratories, a library, a teacher room, a headmaster room, a computer room, a sport hall and a security office. There is ___ large parking area near the security office. There is also ___ beautiful garden in the centre of ___ school. ___ computer room is between the library and the sport hall. Next to the sport hall, there is ___ small mosque. I love my school.

b. Using Adjectives

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

An article + Adjective + Noun	or	Subject + be (am, is, are) + Adjective
a good school		My school is big
18 clean classrooms		My room is small but I like it.

Order of Adjectives

Point the words in blue to see the examples.

Determiner (D)	<ul style="list-style-type: none"> • Possessives (my, your, his, her, its, our, their) • Demonstratives (this/these that/those) • Interrogatives (what, which, whose) • Indefinites (another, each, both, many, any, some, no, either, neither) • definite articles (the) • indefinite articles (a, an) • numerical (one, two, three)
Adjectives	<ol style="list-style-type: none"> 1. Opinion or judgment: beautiful, nice, comfortable, tidy 2. Size: small, short, big 3. Shape: round, square, rectangular 4. Age: old, new, historic, ancient 5. Color: red, black, green, purple 6. Nationality: French, Asian, American, Canadian, Japanese 7. Material: wooden, metallic, plastic, glass, paper 8. Purpose or Qualifier: foldout sofa, fishing boat, racing car
Noun (N)	house, book, chair, sofa, wardrobe etc.

e.g.	green wall	a nice garden	18 clean classrooms
	5 N	D 1 N	D 1 N

Activity 7

Drag and drop the adjectives into the blank boxes to make a good noun phrase.

a.



1. a _____ wardrobe.
wooden large
2. a _____ curtain.
thin red
3. a _____ blanket.
warm orange
4. a _____ bedcover.
white soft
5. four _____ cushions.
square small

b.



1. three _____ cushions .
brown small
2. A _____ sofa.
yellow comfortable
3. A _____ table.
short wooden
4. A _____ cupboard.
new long
5. A _____ carpet.
thick large

Activity 8

Arrange the words below to make good sentences by typing the answers in the blank boxes.

e.g. house – is – big – a – It

Answer: It is a big house.

1. cozy – a – It – has – living room.
Answer: _____.
2. bedrooms – There – two – are – comfortable
Answer: _____.
3. is – kitchen – The – clean – small – and
Answer: _____.
4. garden – large – There – is – beautiful – a
Answer: _____.
5. clean – is – bathroom – a – There
Answer: _____.

c. Using Prepositions of Locations

Prepositions of locations are used to tell the location or placement of something. The preposition and noun combination is called a prepositional phrase.

Common Prepositions of Locations (Point the prepositions to show the meaning.)

above	beside, next to
across	between
behind	in
below	in front of

Word order with Prepositions of Locations

1. Prepositions of locations occur at the end of a sentence.

e.g., An empty box is under the sofa.

2. Prepositions of locations occur at the beginning of a sentence.

e.g. ,On the floor, there are many papers.

On the floor are many papers.

Activity 9

Look at the picture. Then drag and drop the appropriate prepositions of locations in blank boxes.



1. There are pictures of the president, vice president and the symbol of our country

and a clock the white board.

2. The clock the pictures of the president and the vice president.

3. the white board, there is a LCD screen.

4. The teacher desk is the screen.

5. of the class, there is a computer table.

on the left corner

next to

above

In front of

between

Activity 10

Look at the picture and arrange the words below to make good sentences by typing them in the blank boxes.



1. window – The – near – the – study table – is

Answer:

2. The – is – next to – bed – study table – the.

Answer:

3. the left side – on – There – night table – a – of – bed – the – is.

Answer:

4. beside – The – night table – is – wardrobe – the.

Answer:

5. There – on – doll – is – a – the – bed – on.

Answer:

C. Let's Join**Activity 11**

Type the suitable verbs from the box in the blank lines. Look at the example.

My house is only 100 meters from my school. It is not very big, but it is cozy and quiet.

It is a nice and warm living room. There is a beautiful painting of scenery hanging on the wall. There are some big pots of indoors plants near the door. In a low cabinet, you will find the trophies, picture of my family, small toys and some books.

I am lucky to have a room to myself. I like the wall olive green. It's my favorite color. My bed is in the left corner of the room. Beside it, there is a desk. I do my homework there. I also have a portable radio-tape there.

The kitchen is my mother domain. My mother keeps it clean all day. There is a blue wall cabinet in it. It harmonizes with the grey wall tiles.

However, only a few people will give my home a second glance. Still we are very proud of it. It may not be a perfect one but it is my home sweet home.

be	have	keep	be	see	be	put	have	be	be
----	------	------	----	-----	----	-----	------	----	----

Activity 12

The sentences below are out of order. Type a letter after each number to put the sentences in the right order. The first one has been done for you.

- a. In the center of my room, there is my bed. It is made of wood.
- b. There are many kinds of furniture in my bedroom.
- c. Let me tell you about my comfortable bedroom.
- d. On the table, there is a small desk lamp.
- e. On the right side of my bed, there is a wardrobe. I put my clothes in it.
- f. On the left side of my bed, there is a wooden bookshelf. I put my books there.
- g. There is a table and a chair next to the shelf. I usually sit there to study.
- h. There is a nice bed cover and a warm blanket on my bed.
- i. There is also an alarm clock on my table. I set it before I go to bed.
- j. It will wake me up in the morning.
- k. When I study in the evening, I always turn on the lamp.

1 c 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ 11__

Activity 13

Drag and drop the appropriate prepositions of location and adjectives in the blank lines.



Antique	large	in front of	arranged
On the right	between	on top	
	above	short	blue

My living room may be small but it is tidy and well-organized. _____, there is a bookcase (wooden) with four shelves. _____ of the bookcase is a small lamp with a small lamp with a _____ base and a matching lampshade. The first and third shelves are filled with carefully _____ books. on the second shelf, there is an _____ clock. The bottom shelf has a few newspapers. On the opposite side of the room, there is a television set. A _____ sofa is _____ the television set and the bookcase. Directly _____, there is a coffee long table with _____ legs. There is also a beautiful beach painting _____ the sofa. Although it is a _____ room everything in my living room in its place.

D. Let's Write

Activity 14

There are ten mistakes in paragraph below in term of its punctuations, capital letters, adjectives and prepositions. Type the correct paragraph in the blank box.



Doni's bedroom is comfortable and well-organized. It has white and blue wall. On the left corner, there is a wardrobe. The color of the bed cover is blue. Next to the wardrobe, there is a study table. Above the study table is a book shelf. A night table is beside the study table. There is a lamp on it. On the opposite is a double bed. On the bed, there are two pillows and a red and white line patterned blanket.

Activity 15

Write a description of the Dina's house based on the ground plan below in your textbook. After you finish, ask one of your friend to check your writing.



Activity 16

Choose one of the topics below and write a descriptive text in your text book.

- a. My school
- b. My classroom
- c. My house
- d. My bedroom

UNIT 2 Describing People

Achievement Indicators

In this unit you will learn how to write descriptive texts about your family members. You are expected to be able to:

- write sentences using adjectives.
- write sentences using comparative degrees.
- write descriptive texts about your family member.

A. Let's Get Started

Activity 1

Answer the following questions orally.



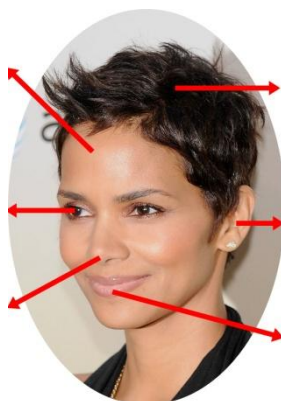
1. How many members are there in your family?
2. How do they look like?

Vocabulary Building

Vocabulary 1

Activity 2

Drag and drop the words into the correct boxes.



forehead

nose

lip

eye

ear

Vocabulary 2

Activity 3

These words are descriptions of appearance and personality. Drag and drop a word into its category.

Appearance		Personality	
<input type="text"/>	← good-looking	shy →	<input type="text"/>
<input type="text"/>	← friendly	beautiful →	<input type="text"/>
<input type="text"/>	← cute	kind →	<input type="text"/>
<input type="text"/>	← slim	serious →	<input type="text"/>
<input type="text"/>	← funny	pretty →	<input type="text"/>

B. Let's Study

1. Model Text

Read the following paragraph. Click on the words in blue to get more information and answer the questions.

I have a small family. There are only four members. Those are I, my parents and my sister.

My mother is 47 years old. Her name is Anisa. She has thin face, long blond hair and beautiful green eyes. She is very good-looking, well-dressed and elegant. She is still slim because she always does exercises everyday. She is also smart and friendly. My mother takes a good care for all family members.

My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. However, he always makes a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

My sister's name is Nadina. She is 22 years old. She has red hair and green eye. She has long wavy hair. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

Explanations of each point are as follows.

is

→ is, are, has, have are called as relational verbs that classify and describe appearance/qualities and parts/functions of phenomena.

thin face, long blond hair and beautiful green eyes

→ thin face, long blond hair and beautiful green eyes are noun phrases used to describe the physical appearance of someone.

find other noun phrases that describe physical appearance

good-looking, well-dressed and elegant

→ good-looking, well-dressed and elegant are adjectives used to describe the physical appearance too. find other example.

smart and friendly

→ smart and friendly are adjectives used to describe the personality of someone. find five other examples.

takes

→ takes is called as simple present tense. find another example of the use of simple present tense.

older

→ older is a comparative degree used to compare two things. find another example using comparative degrees.

2. Text Type Corner

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An identification that gives general information about person (name and age).
2. Descriptions that describes the person in details including appearance and personality (for example how he/she look like, how tall, how slim/fat, his/her face shape, nose, eye, forehead etc).

Exercise 1

Identify the generic structure of the following story by dragging and dropping the words into the blank boxes.

I have a small family. There are only four members. Those are I, my parents and my sister.



My mother is 47 years old. Her name is Anisa. She has thin-faced, long blond hair and beautiful green eyes. She is very good-looking, well-dressed and elegant. She is still slim because she always does exercises everyday. She is also smart and friendly. My mother takes a good care for all family members.

My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. However, he always makes a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.



My sister's name is Nadine. She is 22 years old. She has red hair and green eye. She has long wavy hair. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

Identification

Descriptions

3. Language Corner**a. Using Adjectives**

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

An article + Adjective + Noun

or

Subject + be (am, is, are) + Adjective

long blond hair
beautiful green eyes

She is very good-looking, well-dressed and elegant.
She is rather introverted.

Order of Adjectives

Point the words in blue to see the examples.

Determiner (D)	<ul style="list-style-type: none"> • Possessives (my, your, his, her, its, our, their) • Demonstratives (this/these that/those) • Interrogatives (what, which, whose) • Indefinites (another, each, both, many, any, some, no, either, neither) • definite articles (the) • indefinite articles (a, an) • numerical (one, two, three)
Adjectives	<ol style="list-style-type: none"> 1. Opinion or judgment: beautiful, handsome, good-looking, friendly 2. Size: small, short, big, tall 3. Shape: round, square, rectangular 4. Age: old, young 5. Color: red, black, green, purple 6. Nationality: French, Asian, American, Canadian, Japanese 7. Material: wooden, metallic, plastic, glass, paper 8. Purpose or Qualifier: foldout sofa, fishing boat, racing car
Noun (N)	house, book, chair, sofa, wardrobe etc.






e.g. a fat man





D 2 N




Point the pictures to see the descriptions.

Weight	 <p>a fat man</p>	 <p>a slim woman</p>	 <p>a skinny boy</p>
--------	--	---	--



height	 <p>a tall man</p>	 <p>a short man</p>
--------	---	--

Face					
	a round face	an oval face	a square face	a triangle face	a heart-shaped face

hair					
	long hair	short hair	straight hair	wavy hair	curly hair






Nose			
	a pointed nose	a flat nose	a big nose

Lips		
	Thick lips	Thin lips

eye		
	round eyes	slanting eyes

Activity 6

Drag and drop the adjectives in the correct orders.

1.  She has _____ hair.
black long straight
2.  He is a _____ boy.
tall young, white
3.  He is a _____ man.
funny American black
4.  She has _____ lips.
red thick beautiful
5.  The baby has has _____ eyes
sharp black round

Activity 7

Arrange the words below to make good sentences by typing them in the boxes.

1. is – very – funny – My – brother.
Answer: _____.
2. man – is – The – kind.
Answer: _____.
3. shy – is – She – girl – a.
Answer: _____.
4. My – pretty – sister – is.
Answer: _____.
5. serious – My – mother – a – is – person.
Answer: _____.

b. Using Comparative Degrees

Comparative degrees are used when you are comparing two people, things, or actions.

e.g. My father, Lukman, is 5 years older than my mother.

He is quite tall, but a bit shorter than me.

She is definitely shorter than me.

Rules in using comparative degrees

- Most one-syllable and some two-syllable adjectives form the comparative degrees by adding -er: tall, taller; smart, smarter.
- The adjective's final consonant is sometimes doubled: big, bigger; sad, sadder.
- A final -y is changed to -i: dry, drier; happy, happier.
- There are a few exceptions: good, better; bad, worse.
- If an adjective has two or more syllables, it usually forms the comparative degrees with more: more intelligent; more difficult.
- Be careful not to double comparative degrees: funny, funnier (not more funnier). Do not use the -er or -est forms with more.

Activity 8

Arrange the words below to make good sentences by typing them in the boxes.

1.



Tim is _____ than James.

James' skin is _____ than Tim.

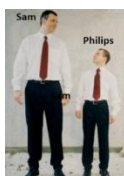
2.



Kate's hair is _____ than Julie.

Kate's lips are _____ than Julie.

3.



Philips is _____ than Sam.

shorter

darker

slimmer

heavier

curlier

thicker

Activity 9

Choose the correct comparative degrees of adjectives in the brackets by clicking the words.

1. My mother is taller/more tall than my brother.
2. Your hair is longer/more long than mine.)
3. She is funnier/more funny than my friend.
4. My sister is seriouser/more serious than me.
5. My mother is stronger/more strong than father.
6. His eyes are bigger/more big than yours.
7. Joni is heavier/more heavy than Jono.
8. Dinda is prettier/more pretty than Linda.
9. You are sillier/more silly than Jane.
10. My sister is beautifuler/more beautiful than me.

C. Let's Join**Activity 10**

Type the suitable words in the box in the blank lines.

I want to describe my father. He is about forty five years old. He is about 170 cm _____. He has round face and black short hair. He has big eyes and a flat nose. My father _____ doing sport, especially _____. His favorite is Tae Kwon Do. He _____ red belt.

He is a good worker with high responsibilities in his work. Sometimes he _____ home late because he must finish his work. However, he never _____ his works to home. My father is also an open-minded person. He _____ me and my brother the right to choose what we are going to do. He always _____ to my stories and gives me good _____ to solve my problem. He usually _____ me when I find troubles in doing my homework. He is also nice to my friend. My father is my idol.

come	give	tall	listen	advices
help	like	martial arts	bring	have

Activity 11

The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

- a. Her hobby is reading novels. She can finish a novel in two days. She also likes cooking. She always tries new recipes she gets from magazines.
- b. She is a very kind person. She is very lovely, friendly and patient. She loves to help people. She loves sing and dance too. She is a very organized person. Everyday she cleans the house and make sure that all things are in the right place. She doesn't like messes.
- c. My mother is my favorite figure in the world. She has a nice appearance and good personality.
- d. My mother always tries to do the best for the family and I really proud of her.
- e. My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes and light brown skin. She also has a bright smile.

1__	2__	3__	4__	5__
-----	-----	-----	-----	-----

Activity 12

Typing the suitable adjectives in the blank lines based on the picture. The left is Sonia and the right is Tania.



Tania and Sonia are really beautiful. Sonia is Tania's older sister. They both have _____ colored hair, but Tania has _____ hair while Sonia has _____ hair. They both have _____ nose and _____ skin. Their bodies are slim. However, Tania is _____ than Sonia. Both of them are pretty and many people love them.

D. Let's Write

Activity 13

Click a name in the box and write a description about him or her. Point the picture of each person to see the clues. Look at the example.



Mr. Rahman

Mr. Rahman is forty years old. He has an oval face. He also has long curly black hair. He wears glasses. He is funny and easy going. His hobby is painting.

Mrs. Rahman

Shinta

Putri

Activity 14

Write a descriptive text about the physical appearances of people in the picture below in your text book. They are (from left to right) Ms. Taufiq, Mr. Taufiq, Sarah, Adit and Diana.

**Activity 15**

Choose one of the topics below and write a descriptive text in your text book.

- a. My father
- b. My mother
- c. My sister
- d. My brother

UNIT 3 Describing a Job

Achievement Indicators

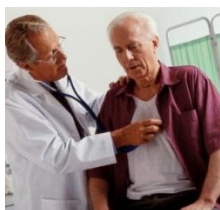
In this unit you will learn how to write descriptive texts about your family member. You are expected to be able to:

- write sentences using simple present tense.
- write a descriptive text about someone's job.

A. Let's Get Started

Activity 1

Answer the following questions orally.



1. What does your father do? Where does he work?
2. What does your mother do? Where does she work?

Vocabulary Building

Vocabulary 1

Activity 2

Look at the people. What are their professions? Drag and drop them under the pictures.



driver



fire fighter

photographer

nurse

flight attendant

chef

Vocabulary 2

Activity 3

Match a profession with its workplace by dragging and dropping. Look at the example.

Profession	Workplace	
librarian	library	restaurant
mechanic		office
secretary		shop
waitress		
shopkeeper		studio
photographer		workshop

B. Let's Study

1. Model Text

Activity 4

Read the following paragraph. Click on the words in blue to get more information and answer the questions.

Rianti is my cousin. She is twenty five years old. She comes from Semarang, Central Java. She is a secretary.

She **works** for a trading company in Jakarta. She often types letters in her computer. She also answer the telephone and takes messages. Sometimes, she goes to meetings and takes notes.

It is called as **identification** that gives general information of person including his/her name, age and job. Who is described in the text?

The second paragraph is called as **descriptions** that describe the job in details.

Work is called as simple present tense. Find another example of the use of simple present tense.

2. Text Type Corner

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An identification that gives general information about person (name, job and age).
2. Descriptions that describes the job in details.

3. Language Corner

To describe a job you will use the simple present tense. You tell about what someone's do in his/her job using related verbs to his/her job.

e.g. She is a secretary.

She works for a trading company in Jakarta.

She often types letters in her computer.

S + V1 + Object

Activity 5

Complete these sentences using the words in the box by dragging and dropping. Look at the example.

1. Mr. Jono is a pilot. He flies the plane.
2. Mr. Danu is an electrician. He _____ the electric systems.
3. Putri is a receptionist in a hotel. She _____ the phone and _____ guest.
4. Mr. Agus is a carpenter. He _____ furniture .
5. Ms. Lisa is a butcher. She _____ the meat.

Activity 6

Type the suitable verbs from the box in the blank lines.

Lidia is a nurse. She _____ in a hospital in Surabaya. She always _____ her nurse's uniform. She _____ the doctors and _____ the patients. She _____ the patients the medicine and often _____ to them and _____ to their problem. Sometimes, she _____ to the patients' families. She always _____ her nurse's uniform.

work	help	look after	give	talk
	listen	wear	talk	

C. Let's Join

Activity 7

Type the suitable words from the box in the blank lines.

My Neighbor is a Clown

Mr. Brown is my _____ neighbor. He _____ a clown. Mr. Brown works in a _____. His job is to _____ people, especially children. He makes people _____. Mr. Brown wears a very unique and colorful _____. He also _____ a colorful wig. He also _____ his face. He puts a small _____ on his nose. Mr. Brown _____ his profession. He is very funny and kind. Everyone loves him very much.

paint	wear	amuse	carnival	balloon
enjoy	laugh	be	new	costume

Activity 8

The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

- a. He is happy to be a postman.
- b. My uncle, Marwan is a postman.
- c. He usually starts his job at 8 a.m.
- d. Everyday he delivers letters to many people.
- e. He works at the Central Post Office.
- f. First, he goes to the addresses near his office.
- g. He never bored with his job.
- h. He stops working at 2 p.m.
- i. Then he continues to the addresses far from his office.

1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__

Activity 9

Write a description of Ms. Sandra's job in the blank box based on the provided clues. Click the picture to see the clues.



D. Let's Write

Activity 10

Write a job description of someone. Point the picture to see the clues. Look at the example.

e.g.



Name : Marissa
Job : News Anchor
Workplace : Metro TV
Work : sends out news program

Marissa is a news anchor. She works in Metro TV. She sends out a news program.

1.



Name : Made
Job : Receptionist
Workplace: Legian Village Hotel
Work : answers the phone and receives guests

2.



Name : Sandra
Job : Flight
attendant
Workplace: Garuda
Indonesia
Airlines
Work : serves
passengers on a flight



3.



Name : Ahmad
Job : Butcher
Workplace: modern market
in Bogor
Work : sells meat



4.



Name : Eka Frestya
Job : Policewoman
Workplace: NTMC Polri
Work : report traffics
in Jakarta and surrounding
areas



5.



Name : Ida Ayu
Job : Waitress
Workplace: Bebek Betutu
Restaurant in
Ubud, Bali
Work : serves
customers



Activity 11

Watch the video and describe Ms. Joana's job in your text book. You can use the words in the box.



physician
patient
medication
surgery
preventive care
harm
heal
daily needs
listen

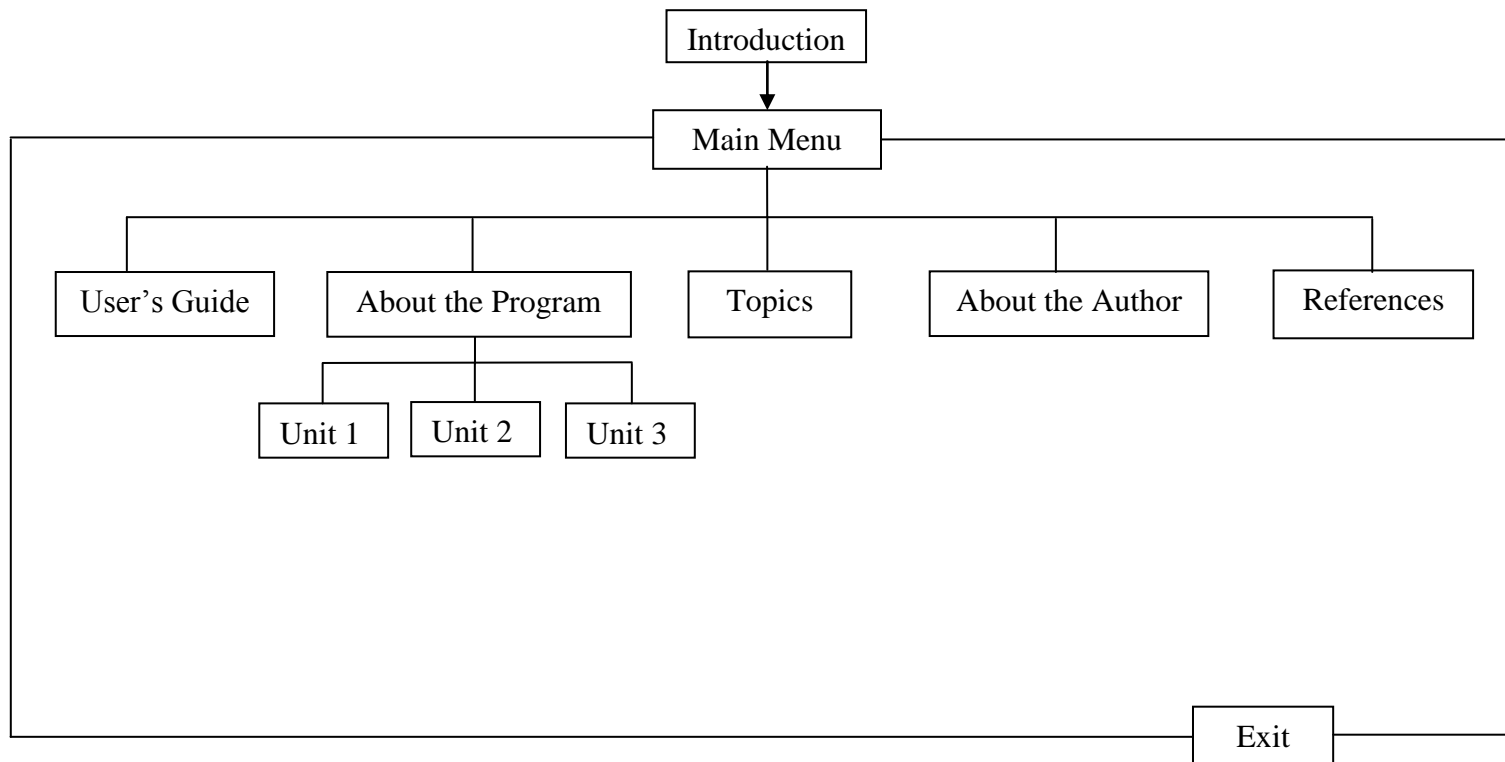
Activity 12

Think of someone you know. Write a description about his/her job in your text book. Say who he/she is, where he/she comes from, what his/her job is and what he/she is doing in his/her job.

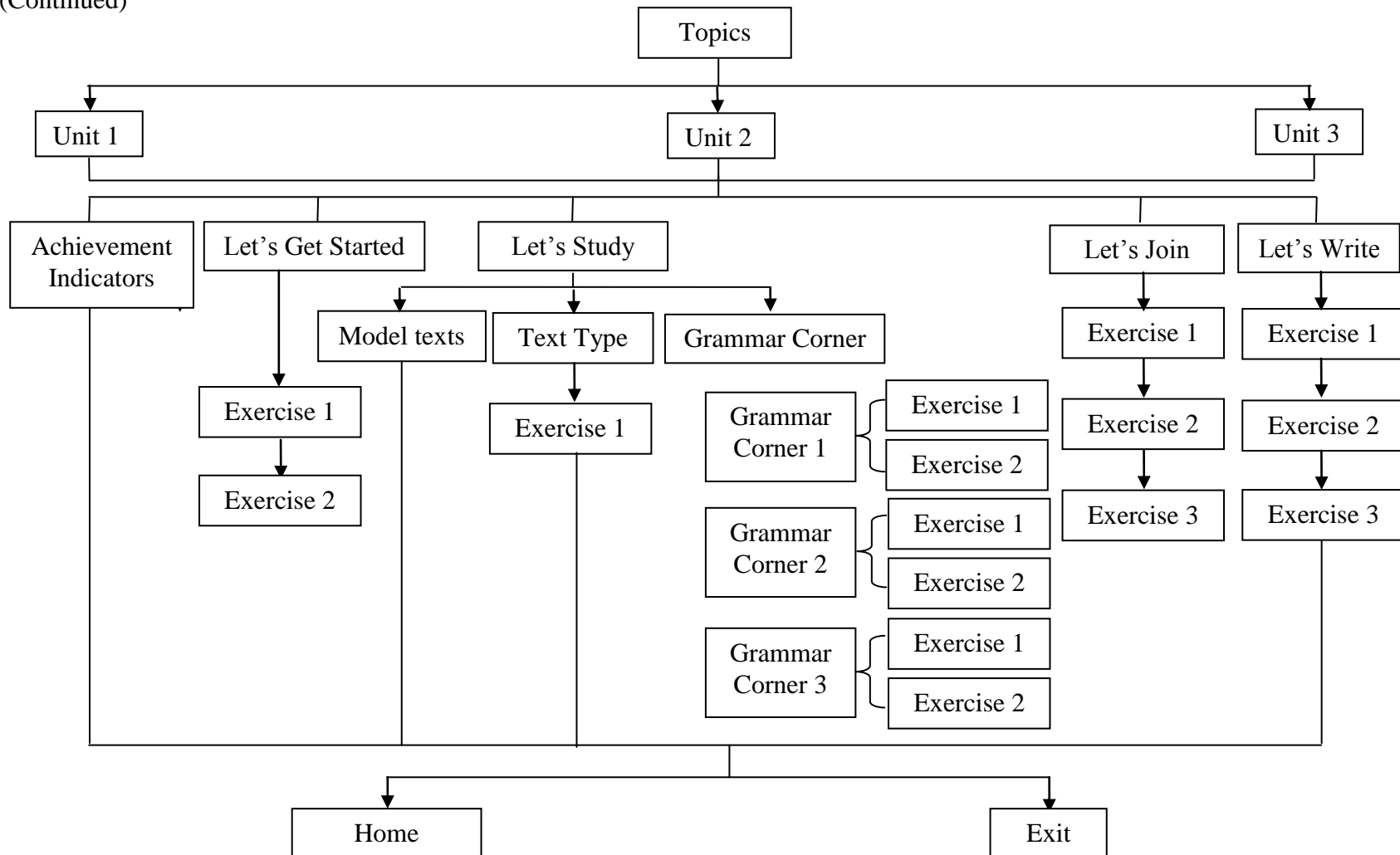
APPENDIX D

The Flowchart of the Interactive Multimedia

Flowchart of the Interactive Multimedia for Teaching Writing Descriptive Texts for the Seventh Grade Students



(Continued)



APPENDIX E

The Storyboard of the Interactive Multimedia

Storyboards of the Interactive Multimedia for Teaching Writing Descriptive Texts for the Seventh Grade Students

Introduction	<div style="text-align: center;"> <div>Title</div> <div>Start</div> </div>	It is introduction screen of the program that consists of the title of the program and the start button.
Home Screen	<div style="text-align: center;"> <div>User Guide</div> <div>About the Program</div> <div>Topics</div> <div>About the author</div> <div>References</div> </div>	It is <i>Home</i> page that consists of four parts.
User Guide About the Program Topics About the Author References	<div style="text-align: center;"> <div>User Guide</div> </div>	
User Guide About the Program Topics About the Author References	<div style="text-align: center;"> <div>About the Program</div> </div>	
User Guide About the Program Topics About the Author References	<div style="text-align: center;"> <div>Unit 1</div> <div>Unit 2</div> <div>Unit 3</div> </div>	

Unit 1 Unit 2 Unit 3	<div>Achievement Indicators</div> <div>Let's Get Started</div> <div>Let's Study</div> <div>Let's Join</div> <div>Let's Write</div>	There are five menus in each unit.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>Achievement Indicators</div>	This menu presents the learning objectives.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>Questions</div> <div>Click to <div>Vocabulary</div></div>	
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>V1</div> <div>V2</div> <div>Exercise</div>	V1: Vocabulary 1 V2: Vocabulary 2
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>V1</div> <div>V2</div> <div>Exercise</div>	V1: Vocabulary 1 V2: Vocabulary 2

Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div>Text</div>	MT: Modeling Texts TC: Text type Corner LC: Language Corner
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div>Explanation</div> <div>Next</div>	MT: Modeling Texts TC: Text type Corner LC: Language Corner
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div>Exercise</div>	This is the exercise of the <i>Text Type Corner</i> submenu
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div>	LC1: Language Corner 1 LC1: Language Corner 1 LC1: Language Corner 1
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div> <div>Explanation</div>	When the students point the <i>Language Corner</i> , three buttons will appear and the students should choose one of them.

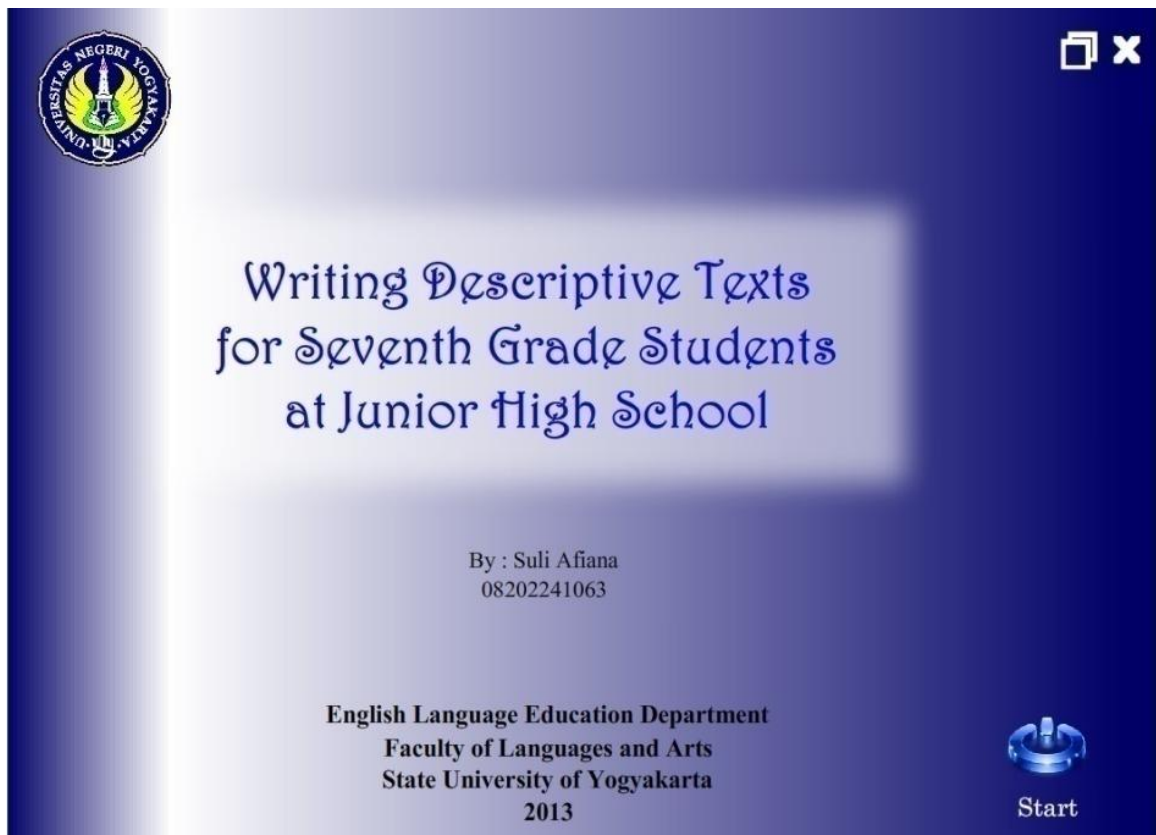
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div> <div>Exercise 1</div> </div> <div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div>	The students have to click the <i>next</i> button to go the next exercise.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div> <div>Exercise 2</div> </div> <div> <div>LC1</div> <div>LC2</div> <div>LC3</div> </div>	
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div> <div>Explanation</div> </div> <div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div>	The students have to click the <i>next</i> button to go the exercises.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div> <div>Exercise 1</div> </div> <div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div>	The students have to click the <i>next</i> button to go the next exercise.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> </div> <div> <div>Exercise 2</div> </div> <div> <div>LC1</div> <div>LC2</div> <div>LC3</div> </div>	

Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div> <div>MT</div> <div>TC</div> <div>LC</div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Next</div> </div> <div>Explanation</div>	The students have to click the <i>next</i> button to go the exercises.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>MT</div> <div>Exercise 1</div> <div>Next</div>	The students have to click the <i>next</i> button to go the next exercise.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>MT</div> <div>TC</div> <div>LC</div> <div>LC1</div> <div>LC2</div> <div>LC3</div> <div>Exercise 2</div>	
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>Exercise 1</div> <div>Next</div>	The students have to click the <i>next</i> button to go the next exercise.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	<div>Exercise 2</div> <div>Next</div>	The students have to click the <i>next</i> button to go the next exercise.

Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	Exercise 3 Next	The students have to click the <i>next</i> button to go the next exercise..
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	Exercise 1 Next	The students have to click the <i>next</i> button to go the next exercise..
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	Exercise 2 Next	The students have to click the <i>next</i> button to go the next exercise.
Achievement Indicators Let's Get Started Let's Study Let's Join Let's Write	Exercise 3 Next	The students have to click the <i>next</i> button to go the next exercise.
User Guide About the Program Topics About the Author References	About the Author	
User Guide About the Program Topics About the Author References	References	

APPENDIX F

The First Draft of the Interactive Multimedia






 **WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS**  

USER GUIDE

	to go to next page
	to go to previous page
	to go to home
	to close the program
	to maximize the screen
	to play the music
	to stop the music
	to set up the volume



  

02:01:00 PM Sat,8 Jun 2013

 **WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS**  

This is a genre-based writing resource. This program introduces descriptive texts in terms of generic structure and language features. It is divided into three units based on the theme.

Unit 1 — Describing Places
Unit 1 helps you learn skills for writing descriptions about places. In this unit you learn about using definite and indefinite articles, adjectives and prepositional phrases of location to write descriptions.
Unit 2 — Describing People
Unit 2 helps you learn skills for writing descriptions about peoples. In this unit you learn about using adjectives and comparative degrees of adjectives to write descriptions.
Unit 3 — Describing Jobs
Unit 3 is a short unit. In this unit you learn about using simple present tense to write descriptions about someone's job.

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 **WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS**  



 **UNIT 1 DESCRIBING PLACES**

UNIT 2 DESCRIBING PEOPLE 

 **UNIT 3 DESCRIBING JOBS**

07:34:49 PM Sat, 8 Jun 2013

 **UNIT 1** *Describing Places*  

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write





09:08:47 PM Fri, 7 Jun 2013




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02:07:24 PM Mon, 3 Jun 2013



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02:08:15 PM Mon, 3 Jun 2013



UNIT 1

Describing Places




Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



In this unit you will learn how to write descriptive texts about your school and house. You are expected to be able to:

- write sentences using definite and indefinite articles.
- write sentences using adjectives.
- write sentences using prepositional phrases.
- write descriptive texts about your school and house .




09:14:40 PM
Fri,7 Jun 2013



UNIT 1

Describing Places




Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 1
Answer the following questions orally.



1. Is your school big? How many rooms are there?
2. Do you feel comfortable living in your house?
How many rooms are there?




[Click to Vocabulary Building](#)

09:15:35 PM
Fri,7 Jun 2013

UNIT 1 *Describing Places*


Vocabulary 1 **Vocabulary 2**

Activity 2
Drag and drop the words under the appropriate pictures.

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

a computer room a canteen
a school medical room

a security office
a library

a basketball court

  **Check**

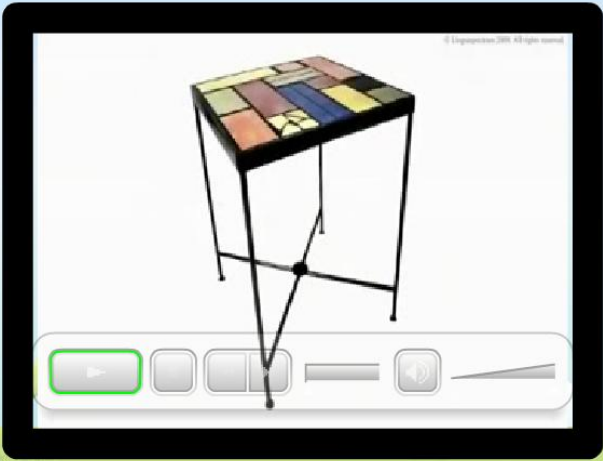
02:02:03 PM Sat, 8 Jun 2013




UNIT 1 *Describing Places*

Vocabulary 1 **Vocabulary 2**

Activity 3
Watch the video and do the exercise.

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write



  Click to continue 

02:02:21 PM Sat, 8 Jun 2013



UNIT 1 *Describing Places*



Vocabulary 1

Vocabulary 2

Click the right order of the furniture based on the numbers in the pictures.

a.



b.



a night table, a blanket, a wardrobe, a bed cover and a study table

a night table, a wardrobe, a blanket, a bed cover and a study table

a study table, a blanket, a wardrobe, a bed cover and a night table

a study table, a bed cover, a blanket, a night table and a wardrobe,

a picture, a sofa, a lamp, a table and a vase


a picture, a lamp, a table, a vase, and a sofa

a picture, a lamp, a sofa, a vase and a table


a picture, a lamp, a vase, a table and a sofa




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UNIT 1 *Describing Places*



Model Text

Text Type



Language Focus

Activity 4
Read the following paragraph. Point the words in blue to get more information and answer the questions.


This is My School

My school is a big and clean school. It is the title but it is optional. A descriptive text focuses on specific information about the participant, for example my school.

It is big and clean. At the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is a teacher room. Next to the teacher room, there is a headmaster room. There is a garden in front of the headmaster room. There is a headmaster room. There is a garden in front of the headmaster room. There are also a bicycle shed and toilets behind the office. The classrooms are on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it. The computer room is behind the library. I really love my school.

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UNIT 1
Describing Places
☰ ✕

Achievement Indicators

Let's Get Started

Let's Study

Let's Join



Let's Write


Model Text
Text Type
Language Focus

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.


The descriptive text has two main parts:

1. An **identification** that gives general information about the place
(for example the name and its location).
2. **Descriptions** that describes the place in details
(for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

Click to continue 

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Sat, 8 Jun 2013



UNIT 1
Describing Places
☰ ✕

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text
Text Type
Language Focus

Activity 5
Identify the generic structure of the following story by dragging and dropping into the blank boxes.

My house is on Jl. Kartini.

It is big and nice. It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor, there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has green wall. There is a desk with a computer on it. I do my homework there. There is also a nice large garden in front of my house and I often play in the garden. We love our house.

➡


➡

identification



descriptions

Check

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Sat, 8 Jun 2013



UNIT 1
Describing Places

Model Text

Text Type

Language Focus

Achievement Indicators

Let's Get Started

Let's Study

Let's Join



Let's Write


a. Using Definite and Indefinite Articles

a and **an** are called as **indefinite articles** as we talk about something at the first time.


the is called as **definite article** as we already know which object we are talking about or the object is already mentioned before.

Remember
a is used when the initial sound of the word is consonant.
 e.g. a good school, a big house
an is used when the initial sound of the word is a vowel.
 e.g. an old building





Click to continue 

02:04:15 PM
Sat, 8 Jun 2013



UNIT 1
Describing Places




Model Text

Text Type

Language Focus

Achievement Indicators

Let's Get Started


Let's Study

Let's Join

Let's Write

Activity 6
 Type a/an or the in the blank lines.

I study at SMP Mataram. It is on 12 Jl. Kenaga, Yogyakarta. It is a good school. It has many facilities. It has eighteen classrooms, three laboratories, a library, a teacher room, a headmaster room, a computer room, a sport hall and a security office. There is _____ large parking area near the security office. There is also _____ beautiful garden in the centre of _____ school. _____ computer room is between the library and the sport hall. Next to the sport hall, there is _____ small mosque.

Check

Reset



02:04:48 PM
Sat, 8 Jun 2013



UNIT 1
Describing Places



Model Text
Text Type
Language Focus

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

b. Using Adjectives

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

Determiner + Adjective + Noun

or

Subject + be + Adjective


a good school
 18 clean classrooms

my school is big
 my room is small but I like it.





Click to continue 

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Sat, 8 Jun 2013



UNIT 1
Describing Places



Model Text
Text Type
Language Focus

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



Order of Adjectives



Point the words in blue to see the examples.

Determiner (D)	+	Adjectives	+	Noun
beautiful, nice, comfortable, tidy		opinion or judgment		house
demonstratives		size		book
interrogatives		shape		chair
indefinites		age		sofa
definite articles		color		wardrobe
				etc.
indefinite articles		nationality		
numerical		material		
		purpose or qualifier		


e.g., green wall, a nice garden, 18 clean classrooms

5 N D 1 N D 1 N






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Sat, 8 Jun 2013



UNIT 1
Describing Places

Model Text

Text Type

Language Focus


Activity 7
 Drag and drop the adjectives into the blank boxes to make a good noun phrase.




a. 1. a wardrobe. 4. a bedcover.
 wooden large white soft

2. a curtain. 5. four cushions.
 thin red square small


3. a blanket.
 warm orange






Check

02:05:38 PM
Sat, 8 Jun 2013



UNIT 1
Describing Places





Model Text

Text Type

Language Focus



Activity 7
 Drag and drop the adjectives into the blank boxes to make a good noun phrase.





b. 1. three cushions. 4. a cupboard.
 brown small new long

2. a sofa. 5. a carpet.
 yellow comfortable thick large


3. a table.
 short wooden



Check

09:41:27 PM
Fri, 12 Jul 2013



UNIT 1
Describing Places

Achievement Indicators

Let's Get Started

Let's Study

Let's Join



Let's Write

Model Text
Text Type
Language Focus


Activity 8
 Arrange the words below to make good sentences by typing the answers in the blank boxes.
 e.g. house – is – big – a – It
 Answer:

- cozy – a – It – has – living room.
 Answer:
- bedrooms – There – two – are – comfortable
 Answer:
- is – kitchen – The – clean – small – and
 Answer:
- garden – large – There – is – beautiful – a
 Answer:
- clean – is – bathroom – a – There
 Answer:



Check
Reset

02:06:10 PM Sat, 8 Jun 2013



UNIT 1
Describing Places

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text
Text Type
Language Focus

c. Using Prepositions of Locations



Prepositions of locations are used to tell the location or placement of something. The preposition and noun combination is called a prepositional phrase.

Common Prepositions of Locations (Point the prepositions to show the meanings.)


above	diatas	beside, next to
across		between
behind		in
below		in front of


Word order with Prepositions of Locations

- Prepositions of locations occur at the end of a sentence.
 e.g., An empty box is under the sofa.
- Prepositions of locations occur at the beginning of a sentence.
 e.g., On the floor, there are many papers.
 On the floor are many papers.






02:07:33 PM Sat, 8 Jun 2013

Click to continue 



UNIT 1
Describing Places

Achievement Indicators

Let's Get Started


Let's Study

Let's Join

Let's Write

Model Text
Text Type
Language Focus

Activity 9
Look at the picture. Then drag and drop the appropriate prepositions of locations in blank boxes.



on the left corner

next to



above


in front of

between


- There are pictures of the president, vice president and the symbol of our country and a clock the white board.
- The clock is the pictures of the president and the vice president.
- the white board, there is a LCD screen.
- The teacher desk is the LCD screen.
- of the class, there is a computer table.

Check






Click to continue 

02:06:41 PM
Sat, 8 Jun 2013



UNIT 1
Describing Places

Achievement Indicators

Let's Get Started


Let's Study

Let's Join

Let's Write



Model Text
Text Type
Language Focus

Activity 10
Look at the picture and arrange the words below to make good sentences by typing them in the blank boxes.




- window – The – near – the – study table – is
Answer:
- The – is – next to – bed – study table – the .
Answer:
- the right side – on – The – night table – a – of – bed – the – is.
Answer:
- beside – The – night table – is – wardrobe – the.
Answer:
- There – on – doll – is – a – the – bed – on.
Answer:


Check **Reset**

02:07:51 PM
Sat, 8 Jun 2013



UNIT 1 *Describing Places*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 11
Type the suitable verbs from the box in the blank lines. Look at the example.



My house is only 100 meters from my school. It is not very big, but it is cozy and quiet.

It a nice and warm living room. There a beautiful painting of scenery hanging on the wall. There some big pots of indoor plants near the door. In a low cabinet, you will the trophies, picture of my family, small toys and some books.

I am lucky to have a room to myself. It green wall. It is my favorite color. My bed in the left corner of the room. Beside it, there a desk. I do my homework there. I also a portable radio-tape there.


The kitchen is my mother domain. My mother it clean all day. There a blue wall cabinet in it. It harmonizes with the grey wall tiles.

However, only a few people will give my home a second glance. Still we are very proud of it. It may not be a perfect one but it is my home sweet home.





Check **Reset**


be have keep be see be put have be be

Click to continue 

02:17:43 PM
Sat, 8 Jun 2013





UNIT 1 *Describing Places*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


Activity 12
The sentences below are out of order. Type a letter after each number to put the sentences in the right order. The first one has been done for you.

a. In the center of my room, there is my bed. It is made of wood.
b. There are many kinds of furniture in my bedroom.
c. Let me tell you about my comfortable bedroom.
d. On the table, there is a small desk lamp.
e. On the right side of my bed, there is a wardrobe. I put my clothes in it.
f. On the left side of my bed, there is a wooden bookshelf. I put my books there.
g. There is a table and a chair next to the shelf. I usually sit there to study.
h. There is a nice bed cover and a warm blanket on my bed.
i. There is also an alarm clock on my table. I set it before I go to bed.
j. It will wake me up in the morning.
k. When I study in the evening, I always turn on the lamp.





Check **Reset**


1 c 2 3 4 5 6 7 8 9 10 11

Click to continue 

02:18:12 PM
Sat, 8 Jun 2013




UNIT 1 *Describing Places*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 13
Drag and drop the appropriate prepositions of location and adjectives in the blank lines.




antique large in front of arranged On the right
 between On top above short blue


My living room may be small but it is tidy and well-organized. _____ there is a wooden bookcase with four shelves. _____ of the bookcase is a small lamp with a _____ base and a lampshade. The first and third shelves are filled with carefully _____ book. On the second shelf, there is an _____ clock. The bottom shelf has a few newspapers. On the opposite side of the room, there is a television set. A _____ sofa is _____ the television set and the bookcase. Directly _____ the sofa, there is a coffee long table with _____ legs. There is also a beautiful beach painting _____ the sofa. Although it is a small room everything in my living room is in its place.

Check

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Sat, 8 Jun 2013




UNIT 1 *Describing Places*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 14
There are ten mistakes in paragraph below in term of its punctuations, capital letters, adjectives and prepositions. Type the correct paragraph in the blank box.


Doni's bedroom is comfortable and well-organized. It has white and blue wall. On the left corner, there is a wardrobe. The color of the bed cover is blue. Next to the wardrobe, there is a study table. Above the study table is a book shelf. A night table is beside the study table. There is a lamp on it. On the opposite is a double bed. On the bed, there are two pillows and a red and white line patterned blanket.



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Click to continue 



UNIT 1
Describing Places



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


Activity 15
 Write a description of the Dina's house based on the ground plan below in your textbook. After you finish, ask one of your friend to check your writing.







Click to continue 

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UNIT 1
Describing Places



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 16
 Choose one of the topics below and write a descriptive text in your text book.

- a. My school
- b. My classroom
- c. My house
- d. My bedroom

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UNIT 2 *Describing People*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write




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UNIT 2 *Describing People*


Achievement Indicators

Let's Get Started

Let's Study


Let's Join

Let's Write




In this unit you will learn how to write descriptive texts about your family members. You are expected to be able to:

- write sentences using adjectives.
- write sentences using comparative degree.
- write descriptive texts about your family member.

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UNIT 2 *Describing People*



Achievement Indicators


Let's Get Started

Let's Study

Let's Join

Let's Write



Activity 1
Answer the following questions orally.




1. How many members in your family?

2. How do they look like?


[Click to Vocabulary Building](#)

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UNIT 2 *Describing People*



Vocabulary 1

Vocabulary 2

Achievement Indicators

Let's Get Started

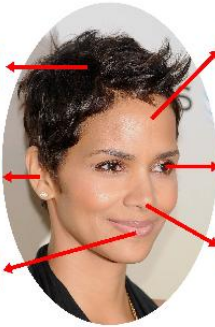
Let's Study

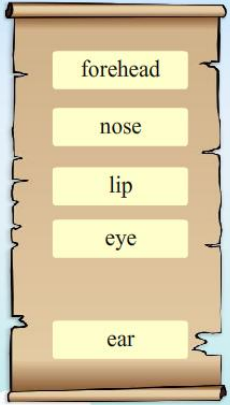
Let's Join

Let's Write


Activity 2
Drag and drop the words into the correct boxes.

hair







[Check](#)




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UNIT 2 *Describing People*



Vocabulary 1

Vocabulary 2

Activity 3
 These words are descriptions of appearance and personality. Drag and drop a word into its category.

Appearance

good-looking

friendly

cute

slim

funny

shy

beautiful



kind

serious


pretty

Personality


Check

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Sat, 8 Jun 2013



UNIT 2 *Describing People*



Model Text

Text Type

Language Focus



Activity 4
 Read the following paragraph. Point the words in blue to get more information and answer the questions.

I have a small family. There are only four members. Those are my parents, my sister and I.

My mother is 47 years old. Her name is Anisa. She has thin face, long blond hair and beautiful green eyes. She is very good-looking, well-dressed and elegant. She is still slim because she always does exercises everyday. She is also smart and friendly. My mother takes a good care for all family members.

My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. However, he always makes a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

My sister's name is Nadina. She is 22 years old. She has red hair and green eye. She long wavy hair. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

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UNIT 2 *Describing People*




Model Text

Text Type

Language Focus

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.


The descriptive text has two main parts:

1. An **identification** that gives general information about person (name and age).
2. **Descriptions** that describes the person in details including appearance and personality (for example how he/she look like, how tall, how slim/fat, his/her face shape, nose, eye, forehead etc).






Click to continue 

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UNIT 2 *Describing People*

Model Text

Text Type

Language Focus


Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 5
Identify the generic structure of the following story by dragging and dropping the words into the blank boxes.


I have a small family. There are only four members. Those are my parents, my sister and I.

My mother is 47 years old. Her name is Anisa. She has thin face, long blond hair and beautiful green eyes. She is very good-looking, well-dressed and elegant. She is still slim because she always does exercises everyday. She is also smart and friendly. My mother takes a good care for all family members.

My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs.



My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs.




identification


descriptions

Check

02:21:05 PM
Sat, 8 Jun 2013



UNIT 2 *Describing People*



Model Text

Text Type

Language Focus

a. Using Adjectives

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.



Determiner + Adjective + Noun


or

Subject + be + Adjective


long blond hair
 beautiful green eyes

She is very good-looking, well-dressed and elegant.
 She is rather introverted.





Click to continue 

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UNIT 2 *Describing People*



Model Text

Text Type



Language Focus


Order of Adjectives

Point the words in blue to see more information.

Determiner (D)	+	Adjectives	+	Noun
possessives		opinion or judgment		boy
demonstratives		small, short, big, tall size		girl
interrogatives		shape		woman
indefinites		age		man
definite articles		color		
indefinite articles		nationality		
numerical				

e.g. a fat man
D 2 N

Click to continue 

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UNIT 2 *Describing People*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text
Text Type
Language Focus

Click the words below and point the pictures to see the descriptions.

Weight
Height
Face
Hair
Nose
Lips
Eyes





a fat man




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UNIT 2 *Describing People*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text
Text Type
Language Focus

Click the words below and point the pictures to see the descriptions.

Weight
Height
Face
Hair
Nose
Lips
Eyes




a tall man




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UNIT 2 *Describing People*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

a round face



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UNIT 2 *Describing People*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

long hair



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UNIT 2 *Describing People*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

a pointed nose

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UNIT 2 *Describing People*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

thick lips

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UNIT 2 *Describing People*

Model Text **Text Type** **Language Focus**

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips **Eyes**

round eyes






Click to continue

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UNIT 2 *Describing People*


Model Text **Text Type** **Language Focus**

Activity 6
Drag and drop the adjectives into the blank boxes to make good noun phrases.



-  She has hair.
 black long straight
-  He is boy.
 tall young skinny
-  He is man.
 funny American black
-  She has woman.
 red thick beautiful
-  The baby has eyes.
 sharp black round

Check Click to continue

09:43:15 PM Sat, 15 Jun 2013



UNIT 2 *Describing People*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join



Let's Write

Model Text
Text Type
Language Focus


Activity 7
Arrange the words below to make good sentences by typing them in the boxes.

1. is – very – funny – My – brother.
 Answer:
2. man – is – The – kind – friendly.
 Answer:
3. shy – is – She – girl – a – fat.
 Answer:
4. My – sister – has – cute – oval – face – a.
 Answer:
5. serious – My – mother – a – is – person.
 Answer:



Check
Reset

09:43:50 PM
Sat, 15 Jun 2013



UNIT 2 *Describing People*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



Model Text
Text Type
Language Focus


b. Using Comparative Degrees

Comparative degrees are used when you are comparing two people, things, or actions.
 e.g. My father, Lukman, is 5 years **older than** my mother.
 He is quite tall, but a bit **shorter than** me.
 She is definitely **shorter than** me.


Rules in using comparative degrees

- Most one-syllable and some two-syllable adjectives form the comparative degrees by adding -er: tall, taller; smart, smarter.
- The adjective's final consonant is sometimes doubled: big, bigger; sad, sadder.
- A final -y is changed to -i: dry, drier; happy, happier.
- There are a few exceptions: good, better; bad, worse.
- If an adjective has two or more syllables, it usually forms the comparative degrees with more: more intelligent; more difficult.
- Be careful not to double comparative degrees: funny, funnier (not more funnier). Do not use the -er or -est forms with more.





Click to continue


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Sat, 8 Jun 2013



UNIT 2 *Describing People*





Model Text


Text Type

Language Focus

Activity 8
 Drag and drop the suitable comparative degrees of adjectives into the blank boxes.

1. 
Tim James


2. 
Kate Julie



3. 
Sam Philips

Tim is than James.
 James' skin is than Tim.


Kate's hair is than Julie.
 Kate's lips are than Julie.

Philips is than Sam.





Check

Click to continue 

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Sat, 8 Jun 2013



UNIT 2 *Describing People*



Model Text

Text Type

Language Focus

Activity 9
 Click the correct form of comparative degrees of adjectives in the sentences below.

Achievement Indicators



Let's Get Started

Let's Study


Let's Join

Let's Write


1. My mother is taller / more tall than my brother.
2. Your hair is longer / more long than mine.
3. She is funnier / more funny than my sister.
4. My brother is seriouser / more serious than my father.
5. My mother is stronger / more strong than your mother.
6. His eyes is bigger / more big than my friend.
7. Joni is heavier / more heavy than Jono.
8. Dinda is prettier / more pretty than Linda.
9. You are sillier / more silly than Jane.
10. My sister is beautifuler / more beautiful than me.

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UNIT 2 *Describing People*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


Activity 10
Type the suitable words in the box in the blank lines.

I want to describe my father. He is about forty five years old. He is about 170 cm _____. He has round face and black short hair. He has big eyes and a flat nose. My father _____ doing sport, especially _____. His favorite is Tae Kwon Do. He _____ red belt.


He is a good worker with high responsibilities in his work. Sometimes he _____ home late because he must finish his work. However, he never _____ his works to home. My father is also an open-minded person. He _____ me and my brother the right to choose what we are going to do. He always _____ to my stories and gives me good _____ to solve my problem. He usually _____ me when I find troubles in doing my homework. He is also nice to my friend. My father is my idol.

Check
Reset


come help
give like
tall martial arts
listen bring
advices have

Click to continue


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Sat, 8 Jun 2013



UNIT 2 *Describing People*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 11
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

a. Her hobby is reading novels. She can finish a novel in two days. She also likes cooking. She always tries new recipes she gets from magazines.

b. She is a very kind person. She is very lovely, friendly and patient. She loves to help people. She loves sing and dance too. She is a very organized person. Everyday she cleans the house and make sure that all things are in the right place. She doesn't like messes.


c. My mother is my favorite figure in the world. She has a nice appearance and good personality.

d. My mother always tries to do the best for the family and I really proud of her.

e. My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes and light brown skin. She also has a bright smile.

1 _____
2 _____
3 _____
4 _____
5 _____

Reset
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Click to continue


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UNIT 2 *Describing People*



Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 12


Typing the suitable adjectives in the blank lines based on the picture. The left is Sonia and the right is Tania.




Tania and Sonia are beautiful. Sonia is Tania's older sister. They both have _____ colored hair but Tania has _____ hair while Sonia has _____ hair. They both have _____ nose and _____ skin. Their bodies are slim. However, Tania is _____ than Sonia. Both of them are pretty and many people love them.

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UNIT 2 *Describing People*



Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 13

Click a name in the box and write a description about him or her. Point the picture of each person to see the clues. Look at the example.

name : Mr. Rahman


age : 40 years old

face : oval

hair : long, curly, black

personality : funny, easy going

hobby : painting



Mr. Rahman

Mrs. Rahman

Shinta

Putri

Mr. Rahman is forty years old. He has an oval face. He also has long curly black hair. He wears glasses. He is funny and easy going. His hobby is painting.

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UNIT 2 *Describing People*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 13
Click a name in the box and write a description about him or her. Point the picture of each person to see the clues. Look at the example.




name : Mrs. Rahman
age : 35 years old
face : round
hair : short, straight
personality : friendly, patient
hobby : cooking

Mr. Rahman
Mrs. Rahman
Shinta
Putri



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Sat, 8 Jun 2013




UNIT 2 *Describing People*



 

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 14
Write a descriptive text about the physical appearances of people in the picture below in your text book. They are (from left to right) Ms. Taufiq, Mr. Taufiq, Sarah, Adit and Diana.



Click to continue 

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UNIT 2

Describing People

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 15

Choose one of the topics below and write a descriptive text in your text book.

a. My father

b. My mother

c. My sister

d. My brother

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UNIT 3

Describing Jobs

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

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UNIT 3 *Describing Jobs*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



In this unit you will learn how to write descriptive texts about your family member. You are expected to be able to:

- write sentences using simple present tense.
- write descriptive texts about someone's job.

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UNIT 3 *Describing Jobs*

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 1
Answer the following questions orally.



1. What does your father do? Where does he work at?
2. What does your mother do? Where does she work at?

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[Click to Vocabulary Building](#)



UNIT 3 *Describing Jobs*




Vocabulary 1

Vocabulary 2

Activity 2
 Look at the people. What are their professions? Drag and drop them under the appropriate pictures.



driver











Check

fire fighter

photographer

nurse

flight attendant

chef




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UNIT 3 *Describing Jobs*




Vocabulary 1

Vocabulary 2

Activity 3
 Match a profession with its workplace by dragging and dropping. Look at the example.


Profession		Workplace
librarian	➡	library
mechanic	➡	
secretary	➡	
waitress	➡	
shopkeeper	➡	
photographer	➡	





Check




02:28:00 PM Sat, 8 Jun 2013



UNIT 3
Describing Jobs

Model Text

Text Type

Language Focus

Activity 4
 Read the following paragraph. Point the words in **blue** to get more information and answer the questions.

Rianti is my cousin. She is twenty five years old. She comes from Semarang, Central Java. She is a secretary.

She **works** for a trading company in Jakarta. She often types letters in her computer. She also answer the telephone and takes messages. Sometimes, she goes to meetings and takes notes.


Achievement Indicators



Let's Get Started

Let's Study


Let's Joint

Let's Write





09:47:46 PM
Wed,4 Sep 2013



UNIT 3
Describing Jobs

Model Text

Text Type

Language Focus

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An **identification** that gives general information about person (name, job and age).
2. **Descriptions** that describes the job in details.


Achievement Indicators



Let's Get Started

Let's Study


Let's Join

Let's Write





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UNIT 3 *Describing Jobs*



Model Text
Text Type
Language Focus


Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

a. Using Simple Present Tense


To describe a job you will use the simple present tense. You will tell about what someone's do in his/her job using related verbs to his/her job.

e.g. She is a secretary.
 She works for a trading company in Jakarta.
 She often types letters in her computer.






Click to continue 

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UNIT 3 *Describing Jobs*

Model Text
Text Type
Language Focus



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


Activity 5
 Complete these sentences using the words in the box by typing the answer in the blank lines. Look at the example.

1. Mr. Jono is a pilot. He flies the plane.
2. Mr. Danu is an electrician. He _____ the electric systems.
3. Putri is a receptionist in a hotel. She _____ the phone and _____ guest.
4. Mr. Agus is a carpenter. He _____ furniture.
5. Ms. Lisa is a butcher. She _____ the meat.


Check
Reset

make
answer
set
sell
receive






Click to continue 

07:11:42 AM
Thu, 20 Jun 2013



UNIT 3 *Describing Jobs*

Model Text

Text Type

Language Focus



Activity 6
 Type the suitable verbs from the box in the blank lines.

Lidia is a nurse. She _____ in a hospital in Surabaya. She always _____ her nurse's uniform. She _____ the doctors and _____ the patients. She _____ the patients the medicine and often _____ to them and _____ to their problem. Sometimes, she _____ to the patients' families. She really loves her job.


Check

Reset



work
help
look after
give
talk

07:12:49 AM
Thu,20 Jun 2013



UNIT 3 *Describing Jobs*

Model Text

Text Type

Language Focus

Activity 7
 Type the suitable words from the box in the blank lines.



My Neighbor is a Clown

Mr. Brown is my _____ neighbor. He _____ a clown. Mr. Brown works in a _____. His job is to _____ people, especially children. He makes people _____. Mr. Brown wears a very unique and colorful _____. He also _____ a colorful wig. He also _____ his face. He puts a small _____ on his nose. Mr. Brown _____ his profession. He is very funny and kind. Everyone loves him very much.


Check


Reset

paint
wear
amuse
carnival
balloon





02:30:06 PM
Sat,8 Jun 2013

Click to continue 



UNIT 3 *Describing Jobs*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write



Activity 8
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.


a. He is happy to be a postman.
b. My uncle, Marwan is a postman.
c. He usually starts his job at 8 a.m.
d. Everyday he delivers letters to many people.
e. He works at the Central Post Office.
f. First, he goes to the addresses near his office.
g. He never bored with his job.
h. He stops working at 2 p.m.
i. Then he continues to the addresses far from his office.

1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

Check

Reset

Click to continue 

02:30:19 PM Sat,8 Jun 2013



UNIT 3 *Describing Jobs*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 9
Write a description of Ms. Sandra's job in the blank box based on the provided clues. Point the picture to see the clues.



workplace: City Library,
Semarang

give the new books
plastic cover

arrange the book into
its places

record and stamp
new books


record borrowed books
and returned books

Check



Reset




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UNIT 3 *Describing Jobs*



 


Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.



Marissa is a news anchor. She works in Metro TV. She sends out a news program.

Click to continue 

02:30:48 PM
Sat, 8 Jun 2013



UNIT 3 *Describing Jobs*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.




Check

Reset



 

Click to continue 

02:31:01 PM
Sat, 8 Jun 2013




UNIT 3 *Describing Jobs*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.



Check

Reset

Click to continue 

09:55:13 PM
Fri, 12 Jul 2013



UNIT 3 *Describing Jobs*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
Write a job description of someone. Point the picture to see the clues. Look at the example.




Check

Reset



 

Click to continue 

09:55:27 PM
Fri, 12 Jul 2013




UNIT 3 *Describing Jobs*



 


Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
 Write a job description of someone. Point the picture to see the clues. Look at the example.



Name : Eka Frestya
 Job : Policewoman
 Workplace : NTMC Polri
 Work : report traffics in Jakarta and surrounding areas

Click to continue 

09:55:43 PM
Fri, 12 Jul 2013



UNIT 3 *Describing Jobs*

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 10
 Write a job description of someone. Point the picture to see the clues. Look at the example.






Click to continue 

09:55:59 PM
Fri, 12 Jul 2013



UNIT 3 *Describing Jobs*




Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 11
 Watch the video and write a description about Ms. Joana's job in your text book. You can use the words in the box.




physician
 patient
 medication
 surgery
 preventive care
 harm
 heal
 daily needs
 listen

Click to continue 

02:31:32 PM Sat, 8 Jun 2013





UNIT 3 *Describing Jobs*



Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 12
 Think of someone you know. Write a description about his/her job in your text book. Say who he/she is, where he/she comes from, what his/her job is and what he/she is doing in his/her job.



02:33:53 PM Sat, 8 Jun 2013

APPENDIX G

The Final Product of the Interactive Multimedia

English Language Education Department
Faculty of Languages and Arts
State University of Yogyakarta

Writing Descriptive Texts
for Seventh Grade Students at Junior High School

Start

WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS

- User Guide
- About the Program
- Topics
- About the Author
- References

01:20:23 PM Mon, 8 Jul 2013

WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS

USER GUIDE

-  to go to next page
-  to go to previous page
-  to go back to home
-  to play the music
-  to stop the music
-  to set up the volume

01:21:26 PM Mon, 8 Jul 2013

WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS

This is a genre-based writing resource. This program introduces descriptive texts in terms of generic structure and language features. It is divided into three units based on the theme.

Unit 1 — Describing Places

Unit 1 helps you learn skills for writing descriptions about places. In this unit you learn about using definite and indefinite articles, adjectives and prepositional phrases of location to write descriptions.

Unit 2 — Describing People

Unit 2 helps you learn skills for writing descriptions about people. In this unit you learn about using adjectives and comparative degrees to write descriptions.

Unit 3 — Describing Jobs

Unit 3 is a short unit. In this unit you learn about using simple present tense to write descriptions about someone's job.

10:47:59 AM Fri, 30 Aug 2013

WRITING DESCRIPTIVE TEXTS FOR SEVENTH GRADE STUDENTS





UNIT 1 DESCRIBING PLACES

UNIT 2 DESCRIBING PEOPLE





UNIT 3 DESCRIBING JOBS

01:23:03 PM Mon,8 Jul 2013

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



08:14:08 PM Mon,8 Jul 2013




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07:39:59 PM Mon, 8 Jul 2013



Folse, K.S., Muchmore-Vokoun, A. & Solomon, E.V. 2010. *Great Writing 2: Great Paragraphs*. 3rd ed. Boston: Heinle Cengage Learning.



Kumalarini, Th et. al. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII*. 4th ed. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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Wardiman, A., Jahur, M.B. & Djusma, M.S. 2008. *English in Focus 1: for Grade VII Junior High School (SMP/ MTs)*. 1st ed. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Zaida, Nur. 2009. *Practise Your English Competence 1 for SMP/MTs Class VII*. Jakarta: Erlangga.

<http://freeSFX.co.uk>
<http://Freesound.org>
<http://ketop-joze.quazen.com>
<http://www.sekolahoke.com>
<http://www.englishindo.com>

09:13:44 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write



In this unit you will learn how to write descriptive texts about your school and house. You are expected to be able to:

- write sentences using definite and indefinite articles.
- write sentences using adjectives.
- write sentences using prepositional phrases.
- write descriptive texts about your school and house .




01:24:23 PM
Mon,8 Jul 2013

Describing Places 

UNIT 1 2 3

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write

Activity 1
Answer the following questions orally.



1. Is your school big? How many rooms are there?
2. Do you feel comfortable living in your house? How many rooms are there?




01:24:54 PM
Mon,8 Jul 2013

Click to Vocabulary Building

Describing Places

UNIT 1 2 3

Vocabulary 1 Vocabulary 2

Activity 2
Drag and drop the words under the appropriate pictures.

Source: ananipohammina.blogspot.com

Source: anjan12-jkt.sch.id

Source: ssc.edu.hk

Source: mmlibrary.org

Source: labuainet.com

Source: toriani.sch.id

a canteen

a school medical room

a security office

a library

a basketball court

01:25:37 PM Mon, 8 Jul 2013

Describing Places

UNIT 1 2 3

Vocabulary 1 Vocabulary 2

Activity 3
Watch the video and do the exercise.

Source: Youtube.com

Click to continue

01:26:34 PM Mon, 8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Vocabulary 1

Vocabulary 2

Click the right order of the furniture based on the numbers in the pictures.

a.



Source: bedroom.madvilla.net

b.



Source: milis

a night table, a blanket, a wardrobe, a bed cover and a study table

a night table, a wardrobe, a blanket, a bed cover and a study table

a study table, a blanket, a wardrobe, a bed cover and a night table

a study table, a bed cover, a blanket, a night table and a wardrobe,

a picture, a sofa, a lamp, a table and a vase

a picture, a lamp, a table, a vase, and a sofa

a picture, a lamp, a sofa, a vase and a table

a picture, a lamp, a vase, a table and a sofa




01:27:19 PM Mon, 8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Model Text

Text Type

Language Focus

Activity 4
Read the following paragraph. Point the words in blue to get more information and answer the questions.

This is My School


My school, State Junior High School 8 of Yogyakarta is on 20 Jl. Diponegoro in the centre of the city.

It is big and clean. At the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is a teacher room. Next to the teacher There isa headmaster room. There is a garden in front of the headmaster room. There are also a bicycle shed and toilets behind the office. The classrooms are on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it. The computer room is behind the library. I really love my school.

Adapted from www.sekolahoke.com




01:35:20 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Model Text Text Type Language Focus

Achievement Indicators

Let's Get Started

Let's Study


Let's Join

Let's Write


A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An **identification** that gives general information about the place (for example the name and its location).
2. **Descriptions** that describes the place in details (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is).

Click to continue 

01:36:00 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Model Text Text Type Language Focus

Achievement Indicators


Let's Get Started


Let's Study

Let's Join

Let's Write

Activity 5
Identify the generic structure of the following story by dragging and dropping the words into the blank boxes.

My house is on Jl. Kartini. 

It is big and nice. It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor, there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has green wall. There is a desk with a computer on it. I do my homework there. 

There is also a nice large garden in front of my house and I often play in the garden. We love our house.

Taken from Scaffolding English for Grade VII Students

identification descriptions

01:38:38 PM Mon, 8 Jul 2013

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Model Text

Text Type

Language Focus

a. Using Definite and Indefinite Articles

A and **an** are called **indefinite articles**. We use **a** or **an** when we talk about something at the first time.

The is called **definite article**. We use **the** when we already know which object we are talking about or when the object is already mentioned before.

Remember
A is used when the initial sound of the word is consonant.
 e.g. a good school, a big house
An is used when the initial sound of the word is a vowel.
 e.g. an old building

Click to continue

01:39:16 PM Mon,8 Jul 2013

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Model Text

Text Type

Language Focus

Activity 6

Type **a/an** or **the** in the blank lines.

I study at SMP Mataram. It is on 12 Jl. Kenaga, Yogyakarta. It is a good school. It has many facilities. It has eighteen classrooms, three laboratories, a library, a teacher room, a headmaster room, a computer room, a sport hall and a security office. There is _____ large parking area near the security office. There is also _____ beautiful garden in the centre of _____ school. _____ computer room is between the library and the sport hall. Next to the sport hall, there is _____ small mosque.

Adapted from Scaffolding English for Grade VII Students

Check

Reset

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Describing Places 

UNIT 1 2 3


Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

b. Using Adjectives

An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

Determiner + Adjective + Noun	or	Subject + be + Adjective
a good school		My school is big.
18 clean classrooms		My room is small but I like it.

Click to continue 

01:40:22 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Order of Adjectives

Point the words in blue to see the examples.

Determiner (D)	+	Adjectives	+	Noun
beautiful, nice, comfortable, tidy		opinion or judgment		house
demonstratives		size		book
interrogatives		shape		chair
indefinites		age		sofa
definite articles		color		wardrobe
indefinite articles		material		etc.
numerical		purpose or qualifier		

e.g., green wall, a nice garden, 18 clean classrooms

5 N D 1 N D 1 N

01:41:02 PM Mon, 8 Jul 2013

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text Text Type Language Focus

Activity 7
Drag and drop the adjectives into the blank boxes to make a good noun phrase.

a. 1. a wardrobe.
 wooden large
 2. a curtain.
 thin red
 3. a blanket.
 warm orange
 4. a bedcover.
 white soft
 5. four cushions.
 square small



Source: designerinterior.wordpress.com

01:41:31 PM Mon, 8 Jul 2013

Describing Places

UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study


Let's Join

Let's Write

Model Text Text Type Language Focus


Activity 7
Drag and drop the adjectives into the blank boxes to make a good noun phrase.

b. 1. three cushions.
 brown small
 2. a sofa.
 yellow comfortable
 3. a table.
 short wooden
 4. a cupboard.
 new long
 5. a carpet.
 thick large



Source: gemaradis.net

01:41:59 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

Activity 8
 Arrange the words below to make good sentences by typing the answers in the blank boxes.
 e.g. house – is – big – a – it
 Answer:



1. cozy – a – it – has – living room.
 Answer:

2. bedrooms – there – two – are – comfortable
 Answer:


3. is – kitchen – the – clean – small – and
 Answer:

4. garden – large – there – is – beautiful – a
 Answer:

5. clean – is – bathroom – a – there
 Answer:

  **Check** **Reset**

01:43:03 PM Mon, 8 Jul 2013

Describing Places 

UNIT 1 2 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Model Text **Text Type** **Language Focus**

c. Using Prepositions of Locations

Prepositions of locations are used to tell the location or placement of something. The preposition and noun combination is called a prepositional phrase.




Common prepositions of locations (Point the prepositions to show the meanings.)

above	beside, next to
across	between
behind	in
below	in front of


Word order with prepositions of locations

1. Prepositions of locations occur at the end of a sentence.
 e.g., An empty box is **under** the sofa.

2. Prepositions of locations occur at the beginning of a sentence.
 e.g., **On the floor**, there are many papers.
On the floor are many papers.

  Click to continue 

01:47:08 PM Mon, 8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Model Text


Text Type

Language Focus

Activity 9

Drag and drop the appropriate prepositions of locations into the blank boxes based on the picture.

- There are pictures of the president, vice president and the symbol of our country and a clock the white board.
- The clock is the pictures of the president and the vice president.
- the white board, there is an LCD screen.
- The teacher desk is the LCD screen.
- of the class, there is a computer table.



SOURCE: smpnibgk.sch.id



on the left corner


next to

above


in front of

between

Click to continue 

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Mon,8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places


Model Text

Text Type

Language Focus

Activity 10



Look at the picture and arrange the words below to make good sentences by typing them in the blank boxes.




- window – the – near – the – study table – is
Answer:
- the – is – next to – bed – study table – the .
Answer:
- the right side – on – the – night table – a – of – bed – the – is.
Answer:
- beside – the – night table – is – wardrobe – the.
Answer:
- there – on – doll – is – a – the – bed – on.
Answer:

Check

Reset

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Mon,8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places

Activity 11
Type the suitable verbs from the box in the blank lines. Look at the example.

My house is only 100 meters from my school. It is not very big, but it is cozy and quiet.

It _____ a nice and warm living room. There _____ a beautiful painting of scenery hanging on the wall. There _____ some big pots of indoor plants near the door. In a low cabinet, you will _____ the trophies, picture of my family, small toys and some books.

I am lucky to have a room to myself. It _____ green wall. It is my favorite color. My bed _____ in the left corner of the room. Beside it, there _____ a desk. I do my homework there. I also _____ a portable radio-tape there.



The kitchen is my mother domain. My mother _____ it clean all day. There _____ a blue wall cabinet in it. It harmonizes with the grey wall tiles.


However, only a few people will give my home a second glance. Still we are very proud of it. It may not be a perfect one but it is my home sweet home.

Check

Reset


be have keep be see be put have be be

Click to continue 

01:47:54 PM

Mon, 8 Jul 2013



UNIT 1 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Describing Places



Activity 12
The sentences below are out of order. Type a letter after each number to put the sentences into the right order. The first one has been done for you as an example.


a. In the center of my room, there is my bed. It is made of wood.
 b. There are many kinds of furniture in my bedroom.
 c. Let me tell you about my comfortable bedroom.
 d. On the table, there is a small desk lamp.
 e. On the right side of my bed, there is a wardrobe. I put my clothes in it.
 f. On the left side of my bed, there is a wooden bookshelf. I put my books there.
 g. There is a table and a chair next to the shelf. I usually sit there to study.
 h. There is a nice bed cover and a warm blanket on my bed.
 i. There is also an alarm clock on my table. I set it before I go to bed.
 j. It will wake me up in the morning.
 k. When I study in the evening, I always turn on the lamp.

1 c 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

Check


Reset

Click to continue 

01:48:08 PM

Mon, 8 Jul 2013

Describing Places 

UNIT 1

2 3

Achievement
Indicators


Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 13
Drag and drop the appropriate prepositions of location and adjectives in the blank lines.



antique

large

in front of

arranged

On the right

between

On top



above

short


blue

My living room may be small but it is tidy and well-organized. _____ there is a wooden bookcase with four shelves. _____ of the bookcase is a small lamp with a _____ base and a lampshade. The first and third shelves are filled with carefully _____ book. On the second shelf, there is an _____ clock. The bottom shelf has a few newspapers. On the opposite side of the room, there is a television set. A _____ sofa is _____ the television set and the bookcase. Directly _____ the sofa, there is a coffee long table with _____ legs. There is also a beautiful beach painting _____ the sofa. Although it is a small room everything in my living room is in its place.

Adapted from Great Writing2: Great Paragraphs

09:08:06 PM
Mon, 8 Jul 2013

Describing Places 

UNIT 1

2 3

Achievement
Indicators

Let's Get Started


Let's Study



Let's Join

Let's Write

Activity 14
There are ten mistakes in paragraph below in terms of its punctuations, capital letters, adjectives and prepositions. First find them. The mistakes are in red when you point them. Then type the correct paragraph in the blank box.


Doni's bedroom is comfortable and well-organized. It have white and blue wall. On the left corner there is a wardrobe. Next to the wardrobe, There is a study table. Above a study table is a book shelf. A night table is behind a study table. There is a lamp on it. On the opposite, is a double bed. The color of the bed cover is red. On the bed, there is two pillow and a red and white line patterned blanket.



Check

Reset

Click to continue 

01:48:41 PM
Mon, 8 Jul 2013

Describing Places

UNIT 1

2

3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 15
 Write a description of the Dina's house based on the ground plan below in *Microsoft Office Word*. After you finish, save it and ask one of your friend to check your writing.

Source: mohdc.sohelproperty.com

Click to continue

01:48:54 PM Mon, 8 Jul 2013

Describing Places

UNIT 1

2

3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 16
 Choose one of the topics below and write a descriptive text in your text book.

- a. My school
- b. My classroom
- c. My house
- d. My bedroom

Click to continue

01:49:08 PM Mon, 8 Jul 2013

Describing People

1 **UNIT 2** 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



08:14:38 PM Mon, 8 Jul 2013

Describing People

1 **UNIT 2** 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write



In this unit you will learn how to write descriptive texts about your family members. You are expected to be able to:

- write sentences using adjectives.
- write sentences using comparative degrees.
- write descriptive texts about your family members.

10:49:42 AM Fri, 30 Aug 2013

Describing People

1 **UNIT 2** 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 1
Answer the following questions orally.



1. How many members are there in your family?
2. How do they look like?

Source: pantyarno.files.wordpress.com

Click to **Vocabulary Building**

10:50:02 AM
Fri,30 Aug 2013

Describing People

1 **UNIT 2** 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

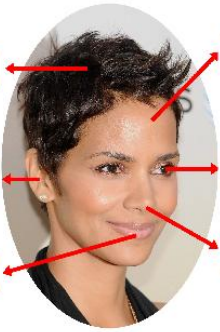
Let's Write

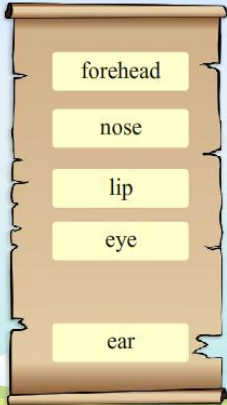
Vocabulary 1

Vocabulary 2

Activity 2
Drag and drop the words into the correct boxes.

hair





Source: beauty.about.com

01:50:20 PM
Mon,8 Jul 2013

Describing People

1 UNIT 2 3
Vocabulary 1
Vocabulary 2

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write

Activity 3
 These words are descriptions of appearance and personality. Drag and drop a word into its category.

Appearance	Personality		good-looking	shy
<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	←	friendly	beautiful
<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	←	cute	kind
<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	←	slim	serious
<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	<div style="border: 1px solid black; height: 20px; width: 80%;"></div>	←	funny	pretty

01:50:34 PM
Mon, 8 Jul 2013

Describing People

1 UNIT 2 3
Model Text
Text Type
Language Focus

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write

Activity 4
 Read the following paragraph. Point the words in **blue** to get more information and answer the questions.

I have a small family. There are only four members. Those are my parents, my sister and I.


My mother **is** 47 years old. Her name is Anisa. She has **thin face, long blond hair** and beautiful green eyes. She is very **good-looking, well-dressed and elegant**. She is still slim because she always does exercises everyday. She is also **smart and friendly**. My mother **takes** a good care for all family members.

My father, Lukman, is 5 years **older than** my mother. He has black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. However, he always makes a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

My sister's name is Nadina. She is 22 years old. She has red hair and green eye. She long wavy hair. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin.

Adapted from www.englishindo.com

01:50:48 PM
Mon, 8 Jul 2013

Describing People 

1 **UNIT 2** 3


Model Text **Text Type** **Language Focus**

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write


A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An **identification** that gives general information about person (name and age).
2. **Descriptions** that describes the person in details including appearance and personality (for example how he/she look like, how tall, how slim/fat, his/her face shape, nose, eye, forehead etc).

Click to continue 

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Describing People 


1 **UNIT 2** 3

Model Text **Text Type** **Language Focus**

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write

Activity 5
 Identify the generic structure of the following story by dragging and dropping the words into the blank boxes.


I have a small family. There are only four members. Those are my parents, my sister and I. 

My mother is 47 years old. Her name is Anisa. She has thin face, long blond hair and beautiful green eyes. She is very good-looking, well-dressed and elegant. She is still slim because she always does exercises everyday. She is also smart and friendly. My mother takes a good care for all family members. 

My father, Lukman, is 5 years older than my mother. He has black-haired, with several grey hairs.

identification **descriptions**

01:51:18 PM Mon,8 Jul 2013

Describing People 

1 **UNIT 2** 3

Achievement Indicators
Let's Get Started
Let's Study
Let's Join
Let's Write




Model Text **Text Type** **Language Focus**

a. Using Adjectives


An adjective describes or modifies a noun. An adjective never follows the noun it describes or modifies.

Determiner + Adjective + Noun or **Subject + be + Adjective**

long blond hair She is very good-looking, well-dressed and elegant.
 beautiful green eyes She is rather introverted.

  Click to continue 

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Describing People 

1 **UNIT 2** 3

Achievement Indicators
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Model Text **Text Type** **Language Focus**

Order of Adjectives

Point the words in blue to see more information.

Determiner (D)	+	Adjectives	+	Noun
possessives		opinion or judgment		boy
demonstratives		size		girl
interrogatives		shape		woman
indefinites		age		man
definite articles		color		
indefinite articles		nationality		
numerical				

e.g. a fat man
 D 2 N

  Click to continue 

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1 UNIT 2 3

Achievement Indicators

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Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

Source: im4m5files.wordpress.com

Source: catwalkqueen.tv

Source: hardbodiesuccessblog.com

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1 UNIT 2 3

Achievement Indicators

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Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

Source: mentalhealthnews.org

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Describing People

1 UNIT 2 3

Achievement Indicators

Let's Get Started

Let's Study

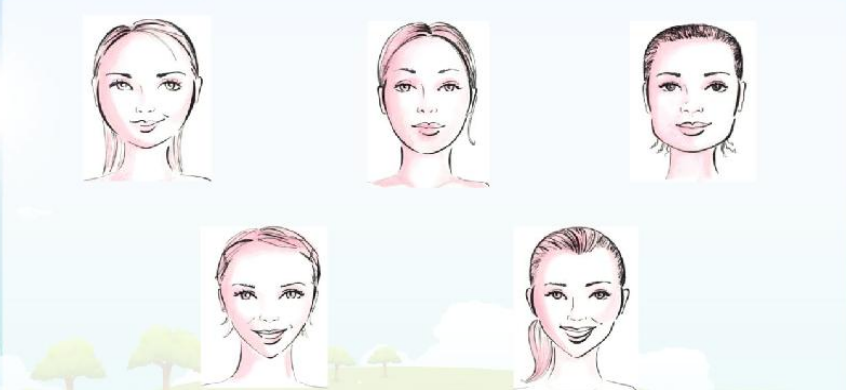
Let's Join

Let's Write

Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes



Source: blog.ansirah.com

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Describing People

1 UNIT 2 3

Achievement Indicators

Let's Get Started

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Let's Write

Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes



Source: blog.ansirah.com

Source: beauty.about.com

Source: m.fairywigs.com

Source: celebrityredcarpet.co.uk

Source: blog.ansirah.com

curly hair

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1 UNIT 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

Source: learnfacereading.blogspot.com

Source: tripwom.tripadvisor.com

Source: frealingnews.com

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1 UNIT 2 3

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Let's Get Started

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Let's Write

Model Text Text Type Language Focus

Click the words below and point the pictures to see the descriptions.

Weight Height Face Hair Nose Lips Eyes

Source: en.paperblog.com

Source: en.paperblog.com

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1

UNIT 2

3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text

Text Type

Language Focus

Click the words below and point the pictures to see the descriptions.



WeightHeightFaceHairNoseLipsEyes




Source: o-peckahoo.com



Source: penmanandini.com



Click to continue 

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Describing People

UNIT 2

Achievement Indicators

Let's Get Started

Let's Study


Let's Join

Let's Write


Model Text **Text Type** **Language Focus**

Activity 6


Drag and drop the adjectives into the blank boxes to make good noun phrases.

- 
 She has hair.


black
long
straight

Source: m.fairyvoice.com
- 
 He is boy.


tall
young
skinny

Source: sodahand.com
- 
 He is man.

funny
American
black

Source: freakingnews.com
- 
 She has woman.

red
thick
beautiful


Source: city-fashionblog.com
- 
 The baby has eyes.

sharp
black
round

Source: fullfreestuff.com

Click to continue

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Describing People 

1 **UNIT 2** 3



Achievement Indicators
Let's Get Started
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Model Text **Text Type** **Language Focus**


Activity 7
 Arrange the words below to make good sentences by typing them in the boxes.

- is – very – funny – My – brother.
 Answer:
- man – is – The – kind – friendly.
 Answer:
- shy – is – She – girl – a – fat.
 Answer:
- My – sister – has – cute – oval – face – a.
 Answer:
- serious – My – mother – a – is – person.
 Answer:

Check **Reset**

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Describing People 

1 **UNIT 2** 3

Achievement Indicators
Let's Get Started
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Model Text **Text Type** **Language Focus**



b. Using Comparative Degrees

Comparative degrees are used when you are comparing two people, things, or actions.
 e.g. My father, Lukman, is 5 years **older than** my mother.
 He is quite tall, but a bit **shorter than** me.
 She is definitely **shorter than** me.

Rules in using comparative degrees

- Most one-syllable and some two-syllable adjectives form the comparative degrees by adding -er: tall, taller; smart, smarter.
- The adjective's final consonant is sometimes doubled: big, bigger; sad, sadder.
- A final -y is changed to -i: dry, drier; happy, happier.
- There are a few exceptions: good, better; bad, worse.
- If an adjective has two or more syllables, it usually forms the comparative degrees with more: more intelligent; more difficult.
- Be careful not to double comparative degrees: funny, funnier (not more funnier). Do not use the -er or -est forms with more.

Click to continue 

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1 UNIT 2 3


Achievement Indicators
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Model Text **Text Type** **Language Focus**


Activity 8
 Drag and drop the suitable comparative degrees of adjectives into the blank boxes.

1.  Tim is than James.
 James' skin is than Tim.
Source: sodahead.com

2.  Kate's hair is than Julie.
 Kate's lips are than Julie.
Source: curenstyle.com & celebrityredcarpet.co.uk

3.  Philips is than Sam.
Source: mentalhealthnews.org

shorter
 heavier
 curlier
 darker
 thicker

Click to continue 

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Describing People

1 UNIT 2 3

Achievement Indicators
Let's Get Started
Let's Study
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Model Text **Text Type** **Language Focus**

Activity 9
 Click the correct form of comparative degrees of adjectives in the sentences below.

1. My mother is taller / more tall than my brother.
 2. Your hair is longer / more long than mine.
 3. She is funnier / more funny than my sister.
 4. My brother is seriouser / more serious than my father.
 5. My mother is stronger / more strong than your mother.
 6. His eyes is bigger / more big than my friend.
 7. Joni is heavier / more heavy than Jono.
 8. Dinda is prettier / more pretty than Linda.
 9. You are sillier / more silly than Jane.
 10. My sister is beautifuler / more beautiful than me.

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Describing People

1 UNIT 2 3
✖

Achievement Indicators
 Let's Get Started
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 Let's Write

Activity 10
Type the suitable words in the box in the blank lines.

I want to describe my father. He is about forty five years old. He is about 170 cm _____. He has round face and black short hair. He has big eyes and a flat nose. My father _____ doing sport, especially _____. His favorite is Tae Kwon Do. He _____ red belt.

He is a good worker with high responsibilities in his work. Sometimes he _____ home late because he must finish his work. However, he never _____ his works to home. My father is also an open-minded person. He _____ me and my brother the right to choose what we are going to do. He always _____ to my stories and gives me good _____ to solve my problem. He usually _____ me when I find troubles in doing my homework. He is also nice to my friend. My father is my idol.

Adapted from Practise Your English Competence 1

Check

Reset

come

give

tall

listen

advices

help

like

martial arts

bring

have

Click to continue ▶

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Describing People

1 UNIT 2 3
✖

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write

Activity 11
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

a. Her hobby is reading novels. She can finish a novel in two days. She also likes cooking. She always tries new recipes she gets from magazines.

b. She is a very kind person. She is very lovely, friendly and patient. She loves to help people. She loves sing and dance too. She is a very organized person. Everyday she cleans the house and make sure that all things are in the right place. She doesn't like messes.

c. My mother is my favorite figure in the world. She has a nice appearance and good personality.

d. My mother always tries to do the best for the family and I really proud of her.

e. My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes and light brown skin. She also has a bright smile.

Adapted from www.englishindo.com

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

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Describing People

1

UNIT 2

3

Achievement Indicators
 Let's Get Started
 Let's Study
 Let's Join
 Let's Write

Activity 12
 Typing the suitable adjectives in the blank lines based on the picture. The left is Sonia and the right is Tania.



Tania and Sonia are beautiful. Sonia is Tania's older sister. They both have _____ colored hair but Tania has _____ hair while Sonia has _____ hair. They both have _____ nose and _____ skin. Their bodies are slim. However, Tania is _____ than Sonia. Both of them are pretty and many people love them.

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Describing People


1

UNIT 2

3

Achievement Indicators
 Let's Get Started
 Let's Study
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 Let's Write

Activity 13
 Click a name in the box and write a description about him or her. Point the picture of each person to see the clues. Look at the example.



name	: Mr. Rahman
age	: 40 years old
face	: oval
hair	: long, curly, black
personality	: funny, easy going
hobby	: painting

Mr. Rahman

Mrs. Rahman

Shinta

Putri

Mr. Rahman is fourty years old. He has an oval face. He also has long curly black hair. He wears glasses. He is funny and easy going. His hobby is painting.

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Describing People

1 UNIT 2 3

Achievement Indicators


Let's Get Started

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Let's Write

Activity 13
Click a name in the box and write a description about him or her. Point the picture of each person to see the clues. Look at the example.



Source: balerimabercadar.blogspot.com

name	: Mrs. Rahman
age	: 35 years old
face	: round
hair	: short, straight
personality	: friendly, patient
hobby	: cooking

Mr. Rahman Mrs. Rahman Shinta Putri

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Describing People

1 UNIT 2 3

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 14
Write descriptions about the physical appearances of each person in the picture below in *Microsoft Office Word*. After you finish, save it and ask one of your friend to check your writing. They are (from left to right) Ms. Taufiq, Mr. Taufiq, Sarah, Adit and Diana.



Source: igora.com

Click to continue

01:59:10 PM Mon, 8 Jul 2013

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1 **UNIT 2** 3

Activity 15
Choose one of the topics below and write a descriptive text in your text book.

a. My father
b. My mother
c. My sister
d. My brother

Achievement
Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

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01:59:21 PM Mon,8 Jul 2013

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1 2 **UNIT 3**

Activity 15
Choose one of the topics below and write a descriptive text in your text book.

a. My father
b. My mother
c. My sister
d. My brother

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Let's Get Started

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1 2 **UNIT 3**

Achievement Indicators

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Let's Write



In this unit you will learn how to write descriptive texts about your family member. You are expected to be able to:

- write sentences using simple present tense.
- write a descriptive text about someone's job.

10:51:48 AM Fri,30 Aug 2013

Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

Let's Study

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Let's Write

Activity 1
Answer the following questions orally.



1. What does your father do? Where does he work?
2. What does your mother do? Where does she work?

Click to **Vocabulary Building**

10:52:24 AM Fri,30 Aug 2013

Describing Jobs

1 2 **UNIT 3**

Vocabulary 1 **Vocabulary 2**

Activity 2
Look at the people. What are their professions? Drag and drop them under the appropriate pictures.



Source: forum.detik.com

driver



Source: contextualfeed.com



Source: commons.wikimedia.org



Source: villamilagrosineyards.com





Source: klibkarastirmalar.org

fire fighter

photographer

nurse

flight attendant

chef

07:36:57 PM Mon, 8 Jul 2013

Describing Jobs

1 2 **UNIT 3**

Vocabulary 1 **Vocabulary 2**

Activity 3
Match a profession with its workplace by dragging and dropping. Look at the example.

Profession		Workplace
librarian	➔	library
mechanic	➔	
secretary	➔	
waitress	➔	
shopkeeper	➔	
photographer	➔	

restaurant

office

shop

studio

workshop

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Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text **Text Type** **Language Focus**

Activity 4
Read the following paragraph. Point the words in blue to get more information and answer the questions.

Rianti is my cousin. She is twenty five years old. She comes from Semarang, Central Java. She is a secretary.

She **works** for a trading company in Jakarta. She often types letters in her computer. She also answer the telephone and takes messages. Sometimes, she goes to meetings and takes notes.

Taken from English in Focus: for Grade VII Junior High School (SMP/ MTs)

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Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Model Text **Text Type** **Language Focus**

A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive text has two main parts:

1. An **identification** that gives general information about person (name, job and age).
2. **Descriptions** that describes the job in details.

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1 2
UNIT 3

Model Text
Text Type
Language Focus

Achievement Indicators
Let's Get Started
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Let's Write

a. Using Simple Present Tense

To describe a job you will use the simple present tense. You will tell about what someone's do in his/her job using related verbs to his/her job.

e.g. She is a secretary.
She works for a trading company in Jakarta.
She often types letters in her computer.

Click to continue

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1 2
UNIT 3

Model Text
Text Type
Language Focus

Achievement Indicators
Let's Get Started
Let's Study
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Let's Write

Activity 5

Complete these sentences using the words in the box by typing the answer in the blank lines. Look at the example.


- Mr. Jono is a pilot. He flies the plane.
- Mr. Danu is an electrician. He _____ the electric systems.
- Putri is a receptionist in a hotel. She _____ the phone and _____ guest.
- Mr. Agus is a carpenter. He _____ furniture.
- Ms. Lisa is a butcher. She _____ the meat.

Check **Reset**

make answer set sell receive

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09:58:53 PM Tue,9 Jul 2013

Describing Jobs 

1 2 **UNIT 3**

Model Text

Text Type

Language Focus

Achievement Indicators
 Let's Get Started
Let's Study
 Let's Join
 Let's Write

Activity 6
Type the suitable verbs from the box in the blank lines.



Lidia is a nurse. She _____ in a hospital in Surabaya. She always
 _____ her nurse's uniform. She _____ the doctors and _____
 the patients. She _____ the patients the medicine and often _____ to
 them and _____ to their problem. Sometimes, she _____ to the
 patients' families. She really loves her job.

Adapted from English in Focus: for Grade VII Junior High School (SMP/ MTs)


Check

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work
help
listen
look after
give
talk

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Tue, 9 Jul 2013

Describing Jobs 

1 2 **UNIT 3**

Model Text

Text Type

Language Focus

Achievement Indicators
 Let's Get Started
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Let's Join
 Let's Write

Activity 7
Type the suitable words from the box in the blank lines.

My Neighbor is a Clown



Mr. Brown is my _____ neighbor. He _____ a clown. Mr. Brown
 works in a _____. His job is to _____ people, especially children. He
 makes people _____. Mr. Brown wears a very unique and colorful _____.
 He also _____ a colorful wig. He also _____ his face. He puts a small
 _____ on his nose. Mr. Brown _____ his profession. He is very funny
 and kind. Everyone loves him very much.

Adapted from English in Focus: for Grade VII Junior High School (SMP/ MTs)


Check

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paint
wear
amuse
carnival
balloon

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Click to continue 

Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 8
The sentences below are out of order. Type a letter after each number to put the sentences in the right order.

a. He is happy to be a postman.
b. My uncle, Marwan is a postman.
c. He usually starts his job at 8 a.m.
d. Everyday he delivers letters to many people.
e. He works at the Central Post Office.
f. First, he goes to the addresses near his office.
g. He never bored with his job.
h. He stops working at 2 p.m.
i. Then he continues to the addresses far from his office.

Adapted from English in Focus 1: for Grade VII Junior High School (SMP/ MTs)

1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ 9 _

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Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

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Let's Study

Let's Join

Let's Write

Activity 9
Write a description of Ms. Sandra's job in the blank box based on the provided clues. Point the picture to see the clues.

1. workplace: City Library, Semarang

2. arrange the book into its places

3. record borrowed books and returned books

4. record and stamp new books

5. give the new books plastic cover



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Describing Jobs

1 2 **UNIT 3**
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Achievement Indicators
Let's Get Started
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Let's Write

Activity 10
Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.



Marissa is a news anchor. She works in Metro TV. She sends out a news program.

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Click to continue 

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Mon, 8 Jul 2013

Describing Jobs

1 2 **UNIT 3**
☐ ✕

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Let's Study
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Let's Write

Activity 10
Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

1. 

Source: halimnet

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Click to continue 

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Describing Jobs 

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

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Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

2. 

Source: gauradaindonesia.com

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1 2 **UNIT 3**

Achievement Indicators

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Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

3. 

Source: static.igntumb.com

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1 2 **UNIT 3**

Achievement Indicators

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Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

4.



Source: 4.bp.blogspot.com

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1 2 **UNIT 3**

Achievement Indicators

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Let's Join

Let's Write

Activity 10

Write a job description of someone in the blank box. Point the picture to see the clues. Look at the example.

5.



Source: 2.bp.blogspot.com

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Describing Jobs

1 2 **UNIT 3**

Achievement Indicators


Let's Get Started

Let's Study

Let's Join

Let's Write

Activity 11
 Watch the video and write a description about Ms. Joana's job in in *Microsoft Office Word*. You can use the words in the box. After you finish, save it and ask one of your friend to check your writing.



physician
 patient
 medication
 surgery
 preventive care
 harm
 heal
 daily needs
 listen

Click to continue

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Describing Jobs

1 2 **UNIT 3**

Achievement Indicators

Let's Get Started

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Activity 12
 Think of someone you know. Write a description about his/her job in your text book. Say who he/she is, where he/she comes from, what his/her job is and what he/she is doing in his/her job.



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APPENDIX H

The Needs Analysis Instrument

Kuesioner Analisis Kebutuhan Belajar Siswa

Angket ini digunakan untuk mengetahui kebutuhan siswa yang diperlukan dalam pengembangan media pembelajaran bahasa inggris berbasis komputer untuk siswa kelas VII SMP N 2 Mertoyudan.

Data Reponden

Nama/Kelas :

Umur :

Petunjuk Penggunaan

Pilih salah satu atau lebih dari alternatif jawaban yang tersedia atau isilah titik-titik yang menggambarkan keadaan diri Anda sebenarnya.

1. Apakah Anda tahu tentang CD pembelajaran?
 - a. Ya
 - b. Tidak
2. Apakah CD pembelajaran penting untuk digunakan didalam pembelajaran menulis (*writing*)?
 - a. Sangat dibutuhkan
 - b. Dibutuhkan
 - c. Cukup dibutuhkan
 - d. Tidak dibutuhkan
3. Apakah penting bagi Anda untuk memiliki kemampuan menulis yang baik?
 - a. Sangat penting
 - b. Penting
 - c. Cukup penting
 - d. Tidak penting
4. Bagaimana kemampuan menulis Anda?
 - a. Sangat Bagus
 - b. Bagus
 - c. Cukup bagus
 - d. Jelek
5. Apa pendapat Anda tentang menulis menggunakan Bahasa Inggris?
 - a. Mudah untuk dilakukan
 - b. Cukup mudah untuk dilakukan
 - c. Sulit untuk dilakukan
 - d. Sangat sulit untuk dilakukan
6. Kesulitan apa yang Anda temukan dalam menulis?
 - a. Menggunakan tata bahasa (*grammar*) yang benar
 - b. Membuat kalimat yang benar
 - c. Memahami jenis teks
 - d. Memilih kosakata yang tepat dan sesuai dengan konteks

- e. Mengorganisasi teks
 - f. Lainnya.....
7. Seberapa sering Anda belajar menulis?
- a. Selalu (setiap hari)
 - b. Sering
 - c. Kadang-kadang
 - d. Tidak pernah
8. Apakah tujuan yang ingin Anda capai dari materi dan kegiatan menulis?
- a. Meningkatkan pengetahuan tata bahasa (*grammar*)
 - b. Memperkaya kosakata
 - c. Meningkatkan pemahaman tentang jenis teks
 - d. Agar mampu menulis menggunakan tata bahasa (*grammar*), tanda baca dan kosakata yang tepat
 - e. Agar mampu menulis teks sesuai dengan jenis teks yang saya pelajari
 - f. Lainnya.....
9. Topik apa yang Anda inginkan dalam materi menulis teks deskriptif?
- a. Topik berkaitan dengan kehidupan sehari-hari (keluarga, sekolah, pengalaman pribadi)
 - b. Topik berkaitan dengan ilmu pengetahuan
 - c. Topik berkaitan dengan teknologi
 - d. Topik berkaitan dengan kehidupan politik
 - e. Lainnya.....
10. Input apa yang Anda inginkan dalam materi menulis?
- a. Gambar
 - b. Video
 - c. Cerita pendek
 - d. Artikel dari majalah, koran, internet dll
 - e. Film
 - f. Berita dari TV
11. Kegiatan apa yang Anda inginkan dalam pembelajaran menulis?
- a. Membuat sebuah cerita berdasarkan gambar
 - b. Menyusun kata-kata acak
 - c. Menyusun kalimat acak
 - d. Menyusun paragraf acak
 - e. Mengisi paragraf rumpang
 - f. Melengkapi teks yang belum selesai
 - g. Menulis kembali sebuah teks
 - h. Membuat sebuah teks sesuai dengan topik yang menurut saya menarik
 - i. Menulis sebuah teks sesuai dengan jenis teks yang saya pelajari
 - j. Lainnya.....
12. Apakah penting untuk mempelajari tata bahasa (*grammar*) sebelum memulai menulis?
- a. Ya
 - b. Tidak

13. Apakah penting untuk mengetahui struktur teks dan unsur bahasa dari teks yang dipelajari sebelum menulis sebuah teks?
 - a. Ya
 - b. Tidak
14. Bagaimana keinginan Anda dalam melakukan kegiatan menulis?
 - a. Secara individual
 - b. Secara berpasangan
 - c. Dalam kelompok kecil
 - d. Dalam kelompok besar
15. Berapa banyak kata yang ingin Anda tulis dalam sebuah teks?
 - a. \pm 50-100 kata
 - b. \pm 100-200 kata
 - c. \pm 200-300 kata
 - d. \pm 300-400 kata
16. Media apa yang ingin Anda gunakan dalam menulis?
 - a. CD pembelajaran menulis
 - b. Buku menulis
 - c. Lembar kerja
 - d. Kertas cetak
 - e. Lainnya...
17. Apa yang Anda inginkan dari guru sebelum memulai kegiatan menulis?
 - a. Menjelaskan jenis teks yang akan dipelajari
 - b. Member contoh jenis teks yang akan dipelajari
 - c. Menjelaskan tujuan pembelajaran
 - d. Menjelaskan tahapan dari kegiatan yang akan dilakukan
 - e. Lainnya.....
18. Apa yang Anda inginkan dari guru saat Anda menemukan kesulitan dalam kegiatan menulis?
 - a. Mengulas dan menjelaskan materi sekali lagi
 - b. Menjawab pertanyaan secara langsung
 - c. Memeriksa pekerjaan dan memberi tanda jika ada kesalahan
 - d. Memeriksa pekerjaan dan membenarkan jika ada kesalahan
 - e. Lainnya....
19. Apa yang Anda inginkan dari guru setelah Anda menyelesaikan kegiatan menulis?
 - a. Memeriksa pekerjaan dan memberi tanda jika ada kesalahan
 - b. Memeriksa pekerjaan dan memberi tahu kesalahan secara langsung
 - c. Memeriksa pekerjaan , memberi tahu kesalahan dan memberi pembenaran
 - d. Memeriksa pekerjaan dan mendiskusikan kesalahan di kelas
20. Apa yang Anda inginkan dari teman Anda tentang tulisan yang Anda buat?
 - a. Untuk membacanya
 - b. Untuk memberi komentar
 - c. Untuk mengoreksinya
 - d. Tidak ada

APPENDIX I

Questionnaires for the Experts

EVALUATION OF INTERACTIVE MULTIMEDIA SOFTWARE

By Material Expert

Title of the Program : Writing Descriptive Texts for Seventh Grade Students at Junior High School

Year of Production : 2013

Skill : Writing

Materials : Descriptive Texts

Intended Audience : Seventh Grade Students

Put a tick (✓) in the appropriate box.

Categories:

1: Strongly Disagree

2: Disagree

3: Somewhat Agree

4: Agree

5: Strongly Agree

No.	Statement	Category				
	Content Quality	1	2	3	4	5
1.	The materials are consistent with the learning objectives.					
2.	The materials are logically sequenced.					
3.	The appearances of the materials are eye-catching.					
4.	The use of language in explaining the materials is clear.					
5.	There are various activities.					
6.	The materials and activities are consistent and balanced.					
7.	The explanations of the materials are clear and easy to understand.					
8.	The structure allows students to move around freely in different units.					

	Instructional Quality	1	2	3	4	5
1.	The materials and the competence standard are relevant.					
2.	The materials and the basic competence are relevant.					
3.	The indicators match basic competence.					
4.	The tasks are delivered by clear instructions.					
5.	The tasks are logically sequenced from the dependent task to the independent one.					
6.	The task progress is developed from easy to complex activities.					
7.	The activity items match the basic competence.					
8.	The activity items match the indicators.					
9.	The tasks enable learners to manipulate and practice specific language features.					
10.	The media provide appropriate feedback.					

Comments/Suggestions:

ANGKET EVALUASI CD PEMBEJARAN INTERAKTIF

Oleh Ahli Media

Judul Program : Writing Descriptive Texts for Seventh Grade Students at Junior High School

Tahun Pembuatan : 2013

Kecakapan : Menulis

Materi : Descriptive Texts

Kelas : VII SMP

Berilah tanda centang (√) di dalam kotak yang sesuai.

Kategori:

1: Sangat Tidak Setuju

2: Tidak Setuju

3: Agak Setuju

4: Setuju

5: Sangat setuju

No.	Pernyataan	Kategori				
	Desain Layar and <i>Slide</i>	1	2	3	4	5
1.	Design layar meningkatkan ketertarikan antara siswa dan materi pembelajaran.					
2.	Penataan <i>slide</i> konsisten.					
3.	Penyajian materi menarik dan terintegrasi ke dalam program dengan baik.					
4.	Warna yang digunakan secara baik dan sesuai.					
5.	Warna-warna cerah digunakan untuk informasi yang penting.					
6.	Desain menggunakan huruf yang sesuai dalam pemilihan style dan ukuran.					
7.	Teks jelas dan mudah dibaca.					
8.	Komposisi warna pada teks dan <i>background</i> sesuai.					

	Interaksi dan <i>Feedback</i>	1	2	3	4	5
9.	Siswa terdorong untuk menjawab pertanyaan sesuai dengan materi yang telah mereka pelajari.					
10.	Siswa disediakan waktu untuk menjawab pertanyaan.					
11.	Media pembelajaran menyediakan <i>feedback</i> secara langsung setelah mereka menjawab pertanyaan.					
12.	Respon jawaban berada di layar yang sama dengan pertanyaan dan jawaban.					
	Navigasi					
13.	Penempatan sistem navigasi konsisten.					
14.	Media pembelajaran menyediakan <i>home key</i> jika ada kegagalan akses dan untuk kembali ke menu utama.					
15.	Media pembelajaran menyediakan <i>preview and next key</i> untuk memproses pembelajaran.					
16.	Media pembelajaran menyediakan <i>exit key</i> untuk keluar dari program.					
17.	Media pembelajaran menyediakan <i>play key</i> untuk memutar dan <i>stop key</i> untuk mematikan music instrument.					
18.	Media pembelajaran menyediakan <i>maximize and minimize key</i> untuk mengatur ukuran layar.					
	Gambar dan Animasi					
19.	Penempatan gambar efektif.					
20.	Ukuran gambar sesuai.					
21.	Animasi dapat memotivasi dan menarik perhatian siswa.					
22.	Penempatan animasi efektif.					
	Suara dan Video					
23.	Instrument musik mendukung penyajian materi.					
24.	Kualitas suara bagus.					
25.	Kualitas video bagus.					

Komentar dan Saran:

APPENDIX J

Validation

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Siti Mahripah, M.App.Ling.

NIP : 19800913 200501 1 001

Institusi : FBS UNY

Bidang Keahlian : Materi

Menyatakan bahwa program multimedia interaktif sebagai hasil dari skripsi dengan judul “Developing Interactive Multimedia for Teaching Writing Descriptive Texts for the Seventh Grade Students at SMP N 2 Mertoyudan” dari mahasiswa:

Nama : Suli Afiana

NIM : 08202241063

Telah (~~belum layak~~/layak)* dengan menambahkan saran sbb:

Overall, the developed media has been altered according
to my previous comments. Eventually, I see it just
fabulous.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



Siti Mahripah, M.App.Ling.

NIP. 19800913 200501 1 001

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Safetyo Pambudi, S.Pd.
Pendidikan Terakhir : Jurusan Pendidikan Teknik Elektronika, Prodi Pendidikan
Teknik Informatika, Fakultas Teknik, UNY
Institusi : SMA N 5 Purworejo
Bidang Keahlian : Media

Menyatakan bahwa program multimedia interaktif sebagai hasil dari skripsi dengan judul “Developing Interactive Multimedia for Teaching Writing Descriptive Texts for the Seventh Grade Students at SMP N 2 Mertoyudan” dari mahasiswa:

Nama : Suli Afiana
NIM : 08202241063

Telah (belum layak/layak)* dengan menambahkan saran sbb:

Video diintegrasikan dengan Media Pembelajaran, file tersendiri
tidak mengapa asal masih dalam satu folder.
Secara keseluruhan telah ~~layak~~ layak untuk digunakan
sebagai media pembelajaran interaktif

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/Validator



Safetyo Pambudi, S.Pd.

*coret yang tidak perlu